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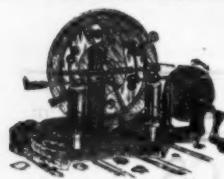
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EVERY youth should be impressed with the thought that he has been sent into the world to do some definite and worthy thing. We sometimes call this "having a mission;" this is to a man what gravitation is to the water in the brook, magnetism in the molecule—it directs him and gives force and vivacity to his power. A child may be made to feel by the words and acts of his teacher that good things are expected of him; this is, of itself, a powerful stimulus—far more than one would believe. "I could not believe you would do that" was a blow to a careless pupil that he never forgot. The teacher must disclose himself to his pupils; they want to know what he thinks; they are curious to know his inmost thoughts. He may tell them about Asia and Africa, but what are his views about God, prayer, the future, death, the grave—it is the inmost thoughts of the teacher that impresses them; not what he supposes, but what he absolutely feels.

ALL hail to Essex county! A plan has been undertaken in this county that is destined to be far-reaching, and build far better than its founders knew. The teachers of Essex county are among the most enlightened in this country, embracing those of Newark, the Oranges, and Montclair and

the surrounding villages. But they desire professional progress, and so have formed themselves into a county normal training school, which meets every Saturday for instruction. A course of study has been laid down, and able instructors obtained, and already an educational spirit is manifest in the schools not before apparent. A course of pedagogical study is to be followed until the professional certificate is obtained. We send our warmest wishes to these laborers in this new field. We believe an "Essex county teacher" in the years to come will be a title of unusual dignity.

THE good teacher is natural, for teaching is a natural thing. Let one stop when he hears one boy attempt to explain to his mates something he has seen, and he will agree that it is natural to teach. Let him watch a mother and a father, and note their ways of imparting instruction, and he will come to the same conclusion. But just now we have in mind the exquisite naturalness of a young woman who was giving a group of boys some ideas about the different climates in the different zones. It was so charming that we felt we must ask, "Do the boys like to come to school?" and were not surprised by the answer, "None stay away of their own accord."

Entering another school where there were thirty large girls, it was easy to select the teacher, because there was something shining in her countenance not apparent in the others. The naturalness here was that of one who seemed to be open to receive and welcome you. One would associate with her the doing of kind and good acts. Teaching that is a burden shows itself in the face; no one to whom it is a burden should teach. A few days ago a lady typewriter remarked, "I like this better than teaching," and it led to the thought that teaching was probably distasteful; if so, how fortunate the change!

There must be something like sunshine in the teacher. "There is such a thing as a charm in teaching," said Miss Willard; it is felt by the pupil. One who means good to the pupil, and insists on trying to do him good, and plans pleasing ways to do him good, will reach the heart and soul.

WE now hear on all sides the statement that our schools must teach the children to be healthy; it seems to be believed that this bodily machinery of ours needs care, knowledge, and skill to keep it in order. The old idea was that only the mind needed attention; the body would take care of itself. This seems to be disproved by the army of physicians that exist in this country. There seems to be plenty of body-tinkering for the physicians. Now a change has come over the plans of those who are carving out courses of study; instead of setting a child to master the pages of a treatise on anatomy and physiology, he is to be taught to cook food properly, to exercise and strengthen his body, to know that houses must be ventilated, to avoid known causes of disease.

A change is going on in the ideas as to the construction of buildings set apart for school purposes. The heating, lighting, and ventilation of school-buildings once caused little thought to the school officer. The report of the New York County Medical Society on certain schools in this city will stir the waters here and do good, and it will finally reach the distant districts where there is no inspector. Here the teacher must be the inspector.

Thousands of teachers are entirely thoughtless on the subject of their own health. Supt. McFee says: "The young man or woman who intends to make teaching a life work should study and observe the rules of health; should take walks; should row, ride on horseback; do anything that will strengthen

the muscles, expand the chest, and build up the system."

Here are valuable suggestions. Let the teacher care for his body.

WHAT should be the ratio of window space to floor space in a school room? The best authorities say that one-sixth is as great as is needed. What should be the ratio of the floor space in the school-room to the pupil? The minimum amount is nine, and the maximum twenty-one square feet; thus for a room thirty feet square the old idea was that ninety might be packed in, but sixty is all that is now allowed. And this is modified by the next point. What is the amount of air space due each pupil in the school-room? This is fixed in school-rooms at three hundred cubic feet, but the board of health of New York require lodging-houses to allow four hundred cubic feet to each lodger. In the school it is supposed that the teacher will ventilate the room.

The best authorities would light a room on one side, would have the ceiling thirteen feet high, and make the length one-third greater than the width.

THE bread and butter argument is a most effective one in school work. Shall a child study only those things that will enable him to earn a living? It is charged by a workingmen's club in New England that the education of children who leave school before they are fourteen years of age is "peculiarly inefficient, and, as a preparation for practical life, of little utility, from the fact that they have been employed mostly in beginnings in various branches of knowledge, and have acquired but little that is complete in itself. The studies seem to be, in great measure, only a preparation for the work of the more advanced classes, and they are therefore of uncertain value to those who must leave school at the age mentioned."

The club proceed to classify those studies and methods that seem to them best adapted to meet the requirements of those children who leave school at the age of fourteen. We present them in a classified manner:

They should receive specific instruction as to healthful ways of living, and in the care of their eyes, teeth, digestive organs, and other bodily faculties.

They should be taught the value of pure air, and of pure water, and of some measure of out-of-door enjoyment, in relation to health of body and mind.

They should be trained to thorough efficiency in the use of the tables and rules used in measuring or ascertaining quantities of all kinds in actual business, such as brickwork, stonework, and everything connected with building operations; in the measurement of articles of merchandise, of surfaces, and solids of various kinds, and in the methods of computation for interest, percentage, etc.

They should be taught to understand, enjoy, and respect the powers of the English language, and should be trained to speak and write it with directness and sincerity, so that, while they subsist by the labor of their hands, the life of working people may be made attractive and interesting to themselves by thought.

\*They should be taught to depend mostly upon themselves.

They should be taught whatever will be in the greatest degree serviceable in enabling them to make life interesting for themselves and for those about them.

Then follows a declaration of doctrines. They say:

"We believe that the inefficiency of education, and the vagueness and uncertainty of thought or mental vision which it produces, are highly injurious to the interests of the working people of our country."

## A GOOD EXAMPLE TO FOLLOW.

The best way to learn how to study is to commence studying. Thousands of teachers are trying this advice with excellent success, among whom are a number of earnest teachers in this city who have formed themselves into a society of pedagogy, for the purpose of knowing more about the correct principles and practices of their calling. The subject they have just now under discussion is the "general idea of education," with special reference to Rosenkranz' "Philosophy of Education." In order to facilitate discussion and progress they have prepared a printed outline, which we reproduce:

One's conception of the essential nature of education will naturally determine his aims as a teacher; hence the practical importance of the topic. The aim may be to secure the acquirement of a definite amount of information; or, primarily, a certain skill attained through intellectual discipline; or "harmonious development;" or some mixture or modification of these. R. in Sec. 18 represents education as "the means by which man seeks to realize in man his possibilities." F. W. Parker describes the motive commonly held up as "the acquisition of a certain degree of skill and an amount of knowledge. The quantity . . . generally fixed by courses of study and conventional examinations." He opposes to this as "the true motive of all education, the harmonious development of the human being, body, mind, and soul." (Talks on Teaching, pp. 21, 22.) For criticism of "Theory of Harmonious Development," *vide* Bain's "Education as a Science"; opening of Ch. 1, *cf.* Compayré's, Lectures on Pedagogy, Sec. 9.

A recent educational report notes that the reaction against "storing the memory," has led to an excessive emphasis being placed on *training* the various powers of the mind; school-room considered a kind of intellectual gymnasium; undue attention given, (1) to the *intellectual* side of education, (2) to the benefit from intellectual exercise. As to (1), other phases of development *e. g.*, the ethical and the physical, claim attention. Note here the appeal made for "manual training" as supplying an element needed for symmetric culture. *Vide note* by Ed. in Froebel's "Education of Man" (Appleton's Int. Ed. Series, Vol. V.), pp. 38-39. Direction of intellectual discipline often also one-sided, *e. g.*, frequently the main effort seems to have been to make smart and rapid calculators, instead of aiming to develop general intelligence, and make one capable of "actions performed with reason." *Vide* Froebel's "Education of Man," p. 108, *note*; "skill of value only when it serves in sight." Again, though there is reason in Dr. Beattie's observation that education should be rather to teach us *how* to think than *what* to think, there is pertinence in Spencer's inquiry, "What knowledge is of most worth?" (*i. e.*, for living purposes)—if education should aim to put one in harmony with the physical and social environment. Discuss the popularizing of science for the young and pedagogic objections often made to this.

In section 14, Rosenkranz says that the educational aim, as development, requires a method in distinct contrast to the "training" or "breaking" of animals. True education is provocative of Compayré, Pedagogy, Sec. 16; "Education the work of liberty." The teacher an artist to bring forth potential capacity and goodness. Measures hence to be subservient to spontaneous unfolding; the motto is "following" rather than forcing; so Froebel and Spencer, *vide* Froebel, Ed. of M., Sec. 7. Force and mechanical methods of little value either in intellectual or moral education. See the article on "The Artificial Production of Stupidity in Schools," reprinted in the *Popular Science Monthly* for June, 1872. Prof. B. Price, in *Princeton Review* July, 1884, "What is Education?" strongly sets forth the stimulative and suggestive value of *viva voce* questioning and answer, as against the system of formal written examinations. De Garmo, in preface to his *Essentials of Method*, enforces the truth that "the development in the subject must be made at all stages to fit the development of the child." Note that the teacher should clearly discriminate his own province, and recognize his functions as a co-operator in education with home, state, church. Discuss *authority* as a requisite in the teacher. Theory of free development does not imply that perfection grows wild. The teacher as a guiding and elevating force. What gives him real power or makes him a master in his art? His true authority conferred by intellectual and moral force. (Note that he should stand on his manhood rather than "stand on his dignity.") Value of breadth of culture; utility of psychology as aiding teacher to interpret and guide mind. Special character which should

mark the ethical teaching of the school. Teacher necessarily a specialist; how routine and narrowness, however, may be avoided.

These subjects have special reference to Rosenkranz, sections 13-21, to which our readers would do well to refer. The University School of Pedagogy publishes each week four pages of outlines of work with topics, suggestions, and references for the help of its students. No topic is discussed in the history of education, or in educational psychology that is not printed on their weekly outlines. The result is that students can keep an accurate record of work done, and prepare themselves for the examination in May next. In studying any topic there is nothing like order and method. Without it the best work becomes confused and thus unsatisfactory.

THE aim of the school exercises is to impart knowledge, to develop mental, moral, and physical power. Power is developed by acquiring, expressing, and applying knowledge. Teaching is needed to occasion activity in the pupil's mind, and to direct that activity. Teaching or talking that does not occasion mental activity is wasted. The teacher's work is to stimulate and guide the pupil. He must arouse a spirit of investigation in the child's mind. The chief aim of the teacher is not to give knowledge, but to direct the children in acquiring it for themselves. The value of any method depends upon the teacher's aim, and upon his skill in using it.

## DR. NEWMAN SMYTHE says:

"In 1645 John Elliott appearing in the general court of Massachusetts, said: 'Lord for schools! Grant that before we die we may be so happy as to see a common school over every plantation of this country.' In 1670 Sir William Berkeley, governor of Virginia, writing to the 'Lords of Plantation,' said: 'I thank God there are no free schools, and I hope we shall not have them these one hundred years, for learning has brought disobedience and heresy into the world.' The prayer of the Massachusetts chaplain has prevailed in the history of the country over the cynicism of the proud Virginia governor, and our common schools flourish everywhere under the laws of the land."

And now Virginia seeks to establish free schools in every part of her wide domain.

THE experience of the past fifty years has clearly shown that the best results are obtained when the greatest liberty is given the people in the selection of their text-books. There are some things centralized power cannot do in a free country like ours, and one of these things is state authoritative requirement that all its pupils *must* use one, and *only one*, set of school-books.

WHEN it is possible for a man to say, as Bishop Vincent recently said about Buffalo, that "Americans have practically nothing to say about the management of their schools," it is time for somebody to show why they have not. Whose fault is it?

As time goes on the words of Edward Thring, headmaster of Uppingham school, will be more and more prized:

"Perhaps considering what is almost universally done, the first rule to be laid down is a prohibition. Never try to fill the mind with lumber, under color of its being of use by and by. Lumber does not excite thought, lumber does not interest, lumber does breed disgust; nothing should be put into the mind which is not wanted immediately, and which is not also the easiest way of meeting the want. The pupil ought to be made to feel that thought is a pleasure and a power, and that learning means being taught to think by easy steps."

How finely this is said! How true it is! Now we understand a little why his school, though a small and unimportant one when he took hold of it, rose to have a commanding place in England; and he became one of the immortals in education. As we ponder upon it, we conclude that he, like Pestalozzi and Froebel, was specially endowed to have an insight into educational principles.

THE German teachers celebrated, on October 29, the centenary birthday of one of her great educational reformers—Adolf Diesterweg. A country which holds its teachers in honor, and cherishes their memory with gratitude, is worth our looking at. Here are a few of his maxims: "Culture consists not in knowing much, but in knowing well." "To make appeal to the memory alone is to rear a man, not to instruct him; it is to reduce him to the level of the brute." "The good teacher limits his matter in order to teach it thoroughly." "It is in what passes silently that I recognize the good master." "The great art of the teacher is not to talk, but to get his pupils to talk." "We teach only so long as we learn. He who ceases to learn and to cultivate his own mind, becomes incapable of cultivating the minds of others." "If you would judge a teacher, note not what he teaches, but how he teaches and what he is." "He only instructs, elevates, and cultivates, who interests his pupils in his teaching and in himself." "To teach is to fertilize rather than to sow." "The best instruction is not that which produces the cleverest pupils, but that which inspires a taste for solid education and continuous progress."

SHALL teachers attend normal schools? Yes assuredly, the genuine ones; not some school that grinds in studies, instead of grounding in fundamental professional ideas.

If you are, or intend to be a teacher, and if you are thinking of entering a normal school it is to be hoped that you are asking such questions as the following: How does this school deal with theory and practice, with the science and art of teaching? What conception has it of underlying principles, of working methods, of helpful devices in teaching? Is it wisely progressive? Is it comprehensive, conversant with all that is demanded of teachers in the present day? Does it know that every year more thorough, "all-round" culture is expected of the teacher—here one is rejected because, while otherwise fully qualified, she has no system of physical culture; there one cannot obtain the position she desires because she cannot draw, not that she is expected to teach the art, but she must use drawing in her work.

Is the normal school you have in mind the one that will best contribute to your professional equipment; is it, in a word, the very best that you can do?

A TEACHER, L. D. R., writes to know our views of written monthly examinations.

Reviews of school-work are absolutely necessary; a review revives and fastens knowledge. The only objection to monthly written reviews is the cramming and consequently the excitement and anxiety—there is beside a consumption of time. There was a rage for this a few years ago, but it has subsided somewhat, the teacher reviewing his class whenever he deemed it best. But a principal of a school may want to know just how a grade or class stands and examination is a ready means. It is the practice of a very large number of graded schools to review monthly. It has a bearing on the pupils; they do not do well at the October examination—they are stimulated to work harder in November. But beware of overdoing these examinations; a teacher should examine his class more or less every day; thus, he molds the new with the old; thus, he revives and impresses the old. Schools may be killed by too much examination. If L. D. R. is a principal of a graded school or chairman of a school board and wishes to know whether the teaching is good, let him watch the teacher at work; if she is a good teacher she will review day by day. But let him not hesitate to ask the pupils questions on last week's lessons, either. If they have been well taught they will like to be reviewed. The great objection to reviewing is that it is put into too important a place.

A book published in England, entitled "In Darkest England," shows the need of activity of the churches, schools, and all good men. It says:

"In London there are over 30,000 prostitutes; in Great Britain, 100,000, besides an army of probably 100,000 more poor women who secretly increase their earnings by their shame. In prisons, there are 22,000; juvenile thieves, 22,000; reputed known thieves out of prison, 22,910. Last year the cost of police, magistrates, etc., was \$2,500,000; 155,000 passed through prisons, and there were 711,000 summary convictions. In London workhouses, asylums, and hospitals there are 51,000; homeless, 33,000; next door to starvation, 222,000; very poor, 387,000.

Certainly these figures are depressing. But we firmly hold that **RIGHT TEACHING** is the only way out. The properly educated are not in prison; they are, however, taxed to support those who are in prison.

## DISORDER IN THE SCHOOL-ROOM.

The many letters asking, "How shall I suppress whispering?" show that the question of school government is the important one to-day as it always has been. The answer cannot be given in a sentence or a paragraph. There is such a thing as learning how to govern.

There are three things to consider: 1. The teacher himself; he is an agency, or tool, or means to operate on others to produce certain effects. 2. The devices or plans by which he employs the means or powers that are in him. 3. The work on which the pupil's mind is to be employed.

I. We must note at the outset that a power resides in us to affect others—in this case it must be looked for in the teacher. Let us look into the elements of this power or influence; or, as we say, analyze it. If we think of some person who is successful in governing we shall see that he possesses these qualities:

1. *Self-Control.* The one who would govern others must be able to hold himself in with a firm hand. If one does not get angry at some slight, or word, or look, it is a good sign. A Quaker had in some way offended a man who was riding in the same coach, and was subjected to volleys of oaths. He sat unmoved, controlling his mind, and heart, and lips. At last the man said, "I guess I may as well stop; I don't suppose I could get you angry no matter what I should say." Now every one of the passengers must have felt the superiority of the Quaker to the other.

The school-room will afford opportunity for self-control. Let the teacher resolve never to get angry, never to speak in a high or loud tone of voice. If he loses his temper his influence is sure to be impaired. "He is no better than we," his pupils will say.

2. *Self-Possession.* All instinctively defer to the person who can look them in the eye without reddening, who measures his words as he replies, and in general shows that he feels himself the equal, at least, of those he is with. Self-possession indicates superiority. "She cannot govern," said a school superintendent of a young lady; "she cannot look one in the eye." The eye, the voice, the words, the movement of the hands, the attitude, all show whether the teacher is the equal or superior of her pupils. A teacher who can call a rebellious pupil to her side, "John please come here," in a pleasant tone of voice, give him a seat beside her, and then looking him in the eye steadily hold a conversation with him on some subject, gets a control that is not easily shaken off. It is an opportunity for the teacher to show that she is not afraid of the pupil.

So in standing, giving directions—the teacher must give thoughts to his movements; he must say: "I must be self-possessed; this is what I should do; that is what I must not do." Rather than act wrong stop to think; wait, wait. But you must learn to be self-possessed and act promptly.

3. *Self-Knowledge.* Self-possession comes from knowing what one can do. A teacher meets a number of strangers at a house; possibly they are assembled to do him honor. He must meet this emergency relying on his intellectual resources. The knowledge referred to is a knowledge of fitting things to do and say. "After the first day I went home to think," said a teacher. The teacher must observe, accumulate knowledge, and think over how he will use it. "Know yourself" is a grand maxim. The life or world of the school-room is much like the life of a home, only it is on a larger scale; so the teacher must have a knowledge of his fitness to address people properly, to direct them, to control them.

4. *Self-Assertion.* The powers that are within one must be employed. The teacher must have opinions; these must be well founded; they must be sound and he must state them easily and boldly. This does not mean that he is to do so aggressively, but in a manner that shall show that he has an opinion of his own. This is an expression of the will that is in the individual. The will-power is that which directs and executes; one with a strong will overcomes one with a weak will. A woman who cannot lift a pail of water may be able to govern a room full of restless boys.

A person of strong will shows in his voice and manner that he means to have his own way. A teacher had said, "Boys, I wish you to walk out quietly," but they did not; so she rang the bell and all returned and were seated. "Let us try it again," she said, but there was no improvement; so they were again called in, and so it went on until the pupils felt the teacher's will and gave way.

5. *Self-Culture.* If there is any one thing that is detected by persons of even small attainments it is what may be termed here personal inferiority in appearance, deportment, and thought. One kind is usually called

"greenness," and a green teacher is sure to suffer at the hands of pupils and parents. Poor clothes at the outset lowers the teacher. Shakespeare says, "Costly thy habit as thy purse can buy." At all events perfect cleanliness and neatness must be the rule. The shoes should be black, the clothes well brushed, the finger nails perfectly clean, the teeth properly cared for, and all outward signs show a knowledge of the requirements of polite society. A good deal might be said about the bearing of the teacher, his attitude, his gait, and the general carriage of his body. A young man who was graduated as the prize-student of his class was turned away after a month's trial in a country district school; he went round with his hands in his pockets and was so crude in behavior that he became the laughing stock of the school. Culture indicates superiority; superiority impresses."

II. Let us now suppose the teacher to have the qualities above described, in a moderate degree—she is only prepared to govern and control; she may yet fail to govern in a first rate way. Why? Because (1) there is a sort of trade to learn; (2) the pupils have to be trained to do her bidding. The second only will be alluded to here.

*Ordering.*—The teacher must begin the first day to accustom the pupils to *act under her direction*; for example, she has rapped for order; they are told to "be seated." Now, their sitting is an act of obedience. (Note this with care.) By their acting under her direction the control is passing into her hands. She looks at them with a look of authority; they feel that she is the mistress of the room. Now, this position must be maintained. She places John in one seat, James in another; she must do this as a person in authority. (Note this.) She does not act as one of the assemblage, but as one superior to it. Thus she goes on during the day, giving orders and being obeyed.

*Training.*—To accustom them to obeying, she asks, for example, the fourth reader class to rise; they do so. "Be seated; you make too much noise; try again: rise." This may be repeated several times; each time they are being trained to obey. Thus each class is trained to come as she wants them to come, to go as she wants them to go. They are trained to rise when she says "One," to turn when she says "Two," to start when she says "Three," to wait at the seat until she says "Four."

*Details.*—The eye of the teacher must take in every detail. The efficient army officer notes whether every soldier has brushed his shoes, and brightened his buttons and equipments. The good disciplinarian sees that her pupils stand in a line, stand erect, hold their books properly, and all that.

"But what about whispering?" some teacher will say. The greater includes the less; whispering is only a species of disorder. If a teacher has got her pupils' bodies under her control, their minds will soon follow. Train them to obey your orders about their bodies and don't worry over the whispering; it will disappear.

III. School work must be understood. The laying out of lessons, the hearing of lessons, the seeing that they are employed on lessons and work—this is a great field and cannot be discussed here. One who is apt in this does not usually have trouble with whispering. Pupils must have plenty to do, and be interested in it. To sum up, then: Be superior to your pupils; be constant and vigilant in training them in orderly ways; be skilful in interesting and employing them. If you are you will not be worried over whispering. If there is whispering; if they are talking to each other and disorderly in general, then you are deficient in all of these three lines. Begin with number two and train them; give a great deal of the time to this. Talk about good order a great deal; follow it up day after day. Meanwhile train yourself—read number one as given above, over and over. Then stir up your abilities as to number three. Watch yourself as much as you do your pupils. Remember that if there is disorder the fault is in you.

## MY SUPERINTENDENT.

By LUCY AGNES HAYES, Maynard, Mass.

"I like him because he is not conceited," said Miss Ray when the teachers were assembled for a little confidential discussion of the superintendent.

"In the last place I taught, there was a superintendent who looked like the letter 'I' in good, bold type and all his remarks were made in the 'non disputandum esse' style. I for one appreciate the gentlemanly manner of this man."

The others smiled. Miss Ray was not averse to asserting the "ego in her" at times, but she was a thoroughly

earnest teacher, and no one had a better heart, so allowances were made in her favor.

"Mr. Allen helps me," said Miss Greene, "by telling me the 'good things' as he calls them, that he sees in the school-rooms he visits. He does not use his notebook in vain."

"Yes," said Miss Roch, "and he isn't afraid to say, 'There now, I like that!' when a body has been toiling to death to make her pupils do one thing pretty nearly right."

"He is in sympathy with us, as any superintendent must be who wishes to be a success. That's all," said Miss Frost.

"And is not his way of using cards instead of talking to you about your faults just fine?" asked Miss Bent. "I wonder if he made that up himself or if other superintendents do it. Just a small bit of cardboard like this:

Neatness,  
Attention,  
Discipline,  
Ventilation,

which he leaves on your desk, with a cross against the one you are neglecting. I know some superintendents who would put down in their *note-books* what you neglected, and report you at the committee meeting without giving you a chance to correct the failing. I'll swear by Mr. Allen every time!"

And Miss Jenkins sat bolt upright and glanced at the others with war in her eyes.

"He came into my room a few days ago," said Miss Gordon, "just as I was in the middle of a history lesson. The class were almost asleep, and I knew in every nerve of my body that I was a poor teacher of history. Well, he never said a word till school was dismissed. Then he dropped into my room again, and said in the pleasantest way—"Do you know you are just in the dilemma I was once when I taught a 'destrick school?'" And then he went on to tell how he got hold of a little book on the teaching of history that worked wonders for him, and don't you know—when I got to my boarding place that evening—the book was on my table with Mr. Allen's compliments!"

"Well, he's a blessing!" said they all.

## THE SUCCESSFUL TEACHER.

The words of a witty Frenchman, "Nothing succeeds like success," have been often quoted; there is a hint here. The teacher who wishes to be successful must study the teacher who is succeeding.

1. He will see that the successful teacher has the power to awaken an interest in others and to utilize this interest for educational purposes. It used to be said that a good teacher was one who had the power of imparting knowledge. The saying is still true, only it has been extended; we now say that the able teacher is one who can develop faculty and direct activity, as well as impart knowledge.

2. He will also see that the successful teacher possesses a foundation of knowledge, of materials for thought, to present to his pupils. Here is an incident. A lady was examining the attainments of a resident governess, and after having catechised the applicant at great length, finally asked, "Do you know Greek?" "No; do you think that is necessary with such very young children?" "Oh, but I want you to know a great deal more than you use every day with the children." There is a point here.

For example, the teacher should know history extensively, not as a catalogue of monarchs and battles, but as a record of mental movements.

There is a great difference between the presentation of any deeply interesting period of history—such as that of Louis XIV. in France—as a mere chronicle of events, and its suggestive treatment at the hands of one who has studied the period in its literature and has noted the reflex action of the literature upon court and people.

3. He will see the successful teacher is devoted to his work. He makes all things minister to it. He gathers inspiration from books, from people, from events. His reading and thinking will interest his pupils; a suggestion from one source will help them, a fact from another will enlighten them, intellectually and morally. In fine he will see the successful teacher give himself, body and soul, to his work.

C.

THE strong government is not the one that governs the least, but the one that governs a great deal; but in such a way as that the governed think that they are not governed at all.

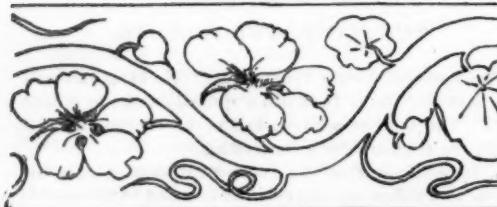
## THE SCHOOL ROOM.

NOV. 8.—EARTH AND NUMBERS.  
NOV. 15.—SELF AND PEOPLE.  
NOV. 22.—DOING AND ETHICS.  
NOV. 29.—MISCELLANEOUS.

## AUTUMN FLOWERS.

(It is supposed that the pupil has gained some knowledge about plants; that he understands how to look at plants. See previous lessons. The object of the teacher is to guide the pupil in his investigations. The pupils have had a plant for a day or so in their hands; if possible, one should be growing in a pot on the teacher's desk.)

Teacher.—You may tell us what you see in this plant.



1. The stem is slender and weak.
2. It climbs. (It does not climb like the hop, for example; how then?) It twines around itself. (How high; have you noticed?)
3. The leaves are like a shield; the stem in the center. (Peltate.) The petiole is long. (The petiole twines about the stick, or several coil or twine together.)
4. The flower is five-parted. The color is orange, generally. The upper sepal is united at the bottom with the others. (They thus make a spur.)
5. The petals are on the sepals. (Yes, this is curious.) The two upper ones are set down on the sepals. (Yes, sessile.) The others are fringed. (The botanists say *fimbriate*.)
6. There are eight stamens. (Yes, but you do not say they are unequal. That is important.)
7. There are three ovaries around the style.

Let us now arrange our knowledge; classify it, for classified knowledge is valuable.

PLANT STUDY, Sep. 12, 1890.

|         |   |
|---------|---|
| Kind    | Herb, tall, smooth.   |
| Root    | Annual.   |
| Stem    | Herbaceous, does not climb.                                 |
| Leaves  | Deciduous, alternate, pinni-veined, ovate, peltate, smooth. |
| Flower  | Axillary, in racemes, 5-parted, irregular.                  |
| Sepals  | 5, deciduous; upper one, spurred, orange-colored.           |
| Petals  | 5, two inserted on calyx; three on stalks.                  |
| Stamens | 8, unequal.   |
| Ovary   | Three-celled, one style.                                    |

You have learned that some flowers have one petal and some many petals. This is polypetalous.

Do you know of any plant it resembles? The geraniums.

This plant is called *nasturtium*; the botanists call it the trophy plant, because the leaf looks like a shield and the flower like a helmet.

Has it any use?

The flowers are eaten as a salad, and the seeds are pickled; they are quite peppery.

(The terms "herb," "annual," "deciduous," must all be illustrated—not book-defined. For example, "herb" means a plant that comes up from a root each year and then dies down, as violets.) What is the tomato? Is that an herb? It comes up from the seed each year; it is an annual. If the herb has a stalk like a rose, that lives, we then call it a shrub.

"Alternate."—Here is a leaf on one side of the stalk; here is one on the other side; then there is one above the first, and so on.

As has been said in previous lessons, the object is not to run the plant into a corner and say, "Aha! I have caught you, you are a *troponium majus*." The object is to set the pupil to investigating the structure of the flower; to aid him in this, some terms are used. There is no gain that he can say, "Petals *fimbriate*," unless he sees a form and *feels the need of a term*. To teach him the term first and show him the form afterward is very bad teaching.

Again, the teacher should encourage every pupil to draw this lovely flower and paint it, with some practical end in view. A few water colors and a camel's hair brush can be bought for twenty-five cents, and not only endless delight be had, but an insight into arrangement of colors and forms.

Then the teacher can go a step farther. Drawing a panel, say one foot wide and three feet long, on the blackboard, let him sketch in a spray of nasturtiums and ask the pupils to try their hands. Here is an example. On some day let all that the class has produced be pinned up for inspection. Then let the teacher point out which are good and *why* they are good. Thus an idea of art will be gained.

This drawing and coloring of the plant will not only please and employ the pupil, it will demand the closest study of the forms and hues.

horse with wings, and there are beautiful stories about him. See if you can find these four stars. They are between the Fish (Pisces) and the North star. By the way can you all find the North star. Every one knows where the Dipper is; now two of the stars in the Dipper (called the Pointers) point to the North star, so you can always find it.

All the girls will want to find Cassiopeia, who sits in her bright starry chair. It is between Pegasus and the North star.

There are many curious things about these stars, but I shall tell you no more this time. The dotted line on the map is the ecliptic, and these lessons are only to tell you of the constellations that are found along this ecliptic line.

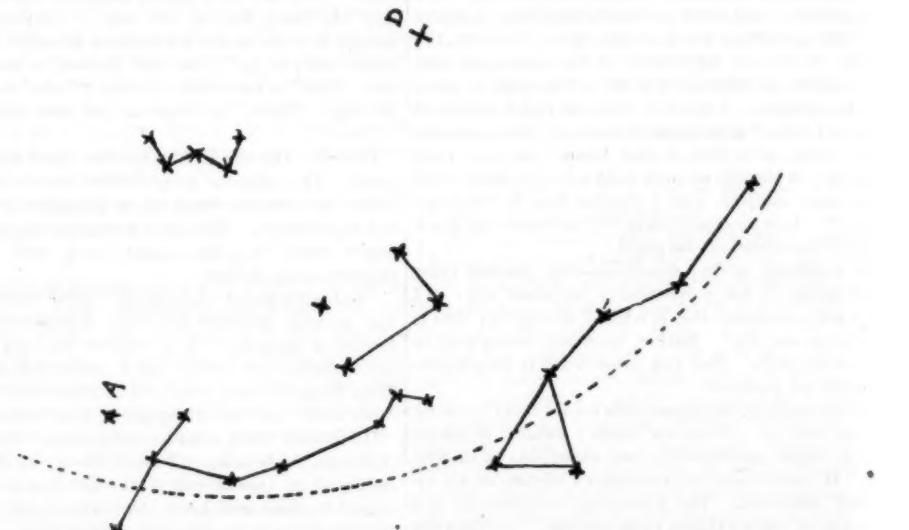
In the last month it was recommended that the teacher should put up a stick so that its shadow might be observed at noon. It is hoped that all have done this. Point out to the pupils that the shadow is growing longer day by day. Mark on the floor with pen and ink where it is Nov. 1, Nov. 10, Nov. 20, Nov. 30, and so watch it during the year. Ask the pupils why this grows longer at times and then shorter.

Has the teacher pointed out Jupiter, Venus, and Mars to the pupils?

If these lessons are followed during the year, by next September the whole round of the constellations will be made, and the pupils will have acquired information.

Astronomers believe that it is probable that a sixth star will be added to the five fixed stars forming the constellation of Cassiopeia. It is one of the variable stars and has appeared and disappeared six times since the beginning of the Christian era. In 1572 Tycho de Brahe described it as a star of extraordinary brightness, which outshone the stars of first magnitude, and its brightness lasted only three weeks, but it was visible for seventeen months. It was seen in 1264 A. D., and in 945 A. D., during the Emperor Otto's reign.

I make it a part of each day's school work to turn the attention of the pupils to the sun, moon, planets, and



## LOOK AT THE HEAVENS.

## NOVEMBER 15.

As we look south this month at eight or nine o'clock we see that Aquarius has moved to the west; it is not yet out of sight, however, Capricornus has about disappeared. Pisces (or the Fish) is right in the south. If you look a little further east you will see two stars—one is quite a bright one; it is Aries, or the Ram. I don't know that I can give you anything to remember the Fish constellation by, except that it looks like a bow with an arrow. This arrow is going to shoot at Aries.

Can you remember the constellations we have had? Can you remember the shape of Scorpio? What bright star is in Scorpio? Can you remember Sagittarius, the Archer? Capricornus, the Goat? Aquarius, the Water-bearer?

What four bright stars were pointed out last month? Have you seen them? How many first magnitude stars are there to be seen by us? How many of these can you point out? Here they are right above your heads every night, looking at you and asking you to name them. What bright star is directly overhead? Which of the constellations has a little square, or rather *rhombus* in it? Which one has the triangle?

Nearly over your head every night is the square of Pegasus—four bright stars. Pegasus, you know, was a

stars. This takes but a few moments. We consider what took place yesterday; and what is to take place tomorrow or next day. I put these points for December on the blackboard; they are found in the "Safe Cure Almanac."

|        |                                    |
|--------|------------------------------------|
| Dec. 3 | Venus in conjunction with the sun. |
| " 4,   | Last quartet of the moon.          |
| " 4,   | Saturn in conjunction with moon.   |
| " 7,   | Uranus " " "                       |
| " 10,  | Venus " " "                        |
| " 11,  | New moon.                          |
| " 12,  | Mercury " " "                      |
| " 15,  | Jupiter " " "                      |
| " 16,  | Mars, " " "                        |
| " 18,  | First q'r of moon                  |
| " 23,  | Neptune " " "                      |
| " 26,  | Full moon.                         |
| " 31,  | Saturn " " "                       |

The simplest apparatus will explain these statements. One boy brought a cover of a round box made of pasteboard, and in it I stuck short pins with black heads to represent the Earth, Sun, Mercury, Venus, Mars, Jupiter, etc. The older pupils understand the matter, and the younger ones are set to looking and will understand in due time.

I FIND THE TEACHERS PROFESSION AND OUR TIMES are both most valuable; a club of 15 among the pupils for the letter came from my showing it; we refer to the current events every day.

R. L. C.  
Pittsburgh.

## GATHERING MATERIALS FOR WINTER WORK.

The teacher will want a great deal of material on hand for busy work, and for sense, observation, and elementary science lessons. It is to be hoped that some of the less perishable treasures of summer and early autumn have been gathered to beautify the school-room. There should be some bitter-sweet and clematis, the latter gathered before it is so far gone to seed as to be an untidy ornament, and to these may be added some budded twigs from the orchard that, looking like dry sticks now, if placed in water and kept as much as possible in the sun, will blossom out some winter day and delight the children.

## BULBS AND COCOONS.

If possible have a few bulbs, and tell the children of the mystery of life and beauty folded up in the brown, withered-looking wrappings. Plant them and wait for the story to be illustrated. Cocoons furnish an even more beautiful type of the same idea. Ask the boys to look for them in the woods and bring them to school.

## BIRDS' NESTS.

The boys will also like to bring some deserted birds' nests; have them of as many kinds as possible. This will lead to a little talk about birds, especially those that migrate at this season. We may talk about the bird's flight, whether it sails, soars, or flaps its wings; about its song, different notes of warning, joy, etc.; its food, whether vegetable or animal—insect; its habits generally; its young, how many eggs it lays, of what size and color. Examining the nest we note its size, shape, mode of construction, and the material of which it is made. This is a good opportunity for the teacher to impress some lessons of humanity toward birds and the lower animals generally. The children may be told that birds are directly useful to man by destroying insects that waste the crops, but their humanity should not be allowed to rest upon this utilitarian basis. Rather lead them toward the loving spirit of the good saint who preached a sermon to the birds and called them "little brothers."

## LEAVES—BOTANY.

For instance, having collected the leaves the children can count the different kinds, oak, maple, etc. No doubt there will be some with which they are not familiar. The teacher can suggest that they classify by the shape; this will easily lead to the consideration of venation, margins, bases, and apexes.

## BUSY WORK.

A pleasant kind of busy work can be provided by having the children sort and press, and afterwards mount leaves which they have gathered. These specimens can be used in elementary botany lessons. Another good idea is to have the children bring different objects, such as pebbles, shells, beans, (large or bright-colored), rose-berries, horse-chestnuts, etc.; put two or three handfuls of each kind in a large box and use the mixture for sorting and counting busy work. After the children have sorted the different kinds they can lay very pretty designs with them, and any such material can be used in number teaching.

## A TALK ABOUT THE MOSQUITO.

By M. A. CARROLL.

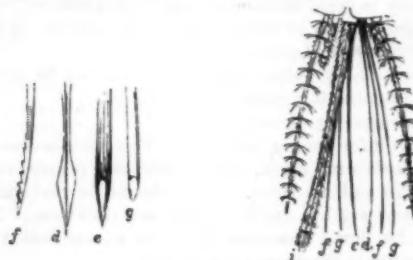
We will suppose that during school time one of the children who is bitten by a mosquito, catches and kills the insect. The teacher says, "Charles bring me that mosquito." She puts it in a box and tells the children that to-morrow she will bring a microscope and they may look at the mosquito through that. The next day the teacher, having placed the mosquito under the microscope invites the children to look at it allowing them to pass before her desk, or directs some child who will be careful and patient to carry the specimen and show it to the others. The teacher then draws on the blackboard a sketch of the magnified mosquito.



Teacher.—"What was it that pricked Charles' hand, when the mosquito bit him?" She hands a ruler to a child, who points to the mosquito's proboscis.

Teacher.—"Yes, that was what pricked. What do you think it looks like?" If the children do not readily respond, she suggests a fine bristle, pin, or needle.

"Now I have something wonderful to tell you. This little bristle that looks so fine, is really a tiny sheath, in which are hidden several instruments finer still. Some of the children know enough about botany to understand what I mean by a sheath. Who has heard of a sword being sheathed? I know that Henry has a pocket knife with two or three blades, that is a sheath with instruments in it. Henry will you please bring me your knife?" Opens and shows it to the children. "Now if I had a much stronger microscope I could show you that the mosquito's little case of instruments really is like this; *d* (pointing) is a wonderfully sharp point; *gg* and *ff*, are little cutting-blades and saws, and *e* is a tube. More highly magnified, that is, made to look larger, they look like this:



"When the mosquito bites it is the point *d*, which, though so fine is also hollow, pricks into the flesh. Then the blades *g* and *f* cut the wound sideways making the blood flow. The mosquito then pours into the cut from this same little point *d*, which you remember I told you was hollow, a fluid that makes it smart and sting. Usually when we take from anyone it is right to give something in return, but we would much rather the mosquito did not give us this poison instead of the blood he takes away. The reason he does this is that the fluid makes the blood thinner so that he can easily suck it up the tube *e*.

"We have not very great cause to complain of mosquitoes in our climate, but in Senegal they are so thick and so fierce at certain seasons that, to escape them, the negroes spend a great part of their time on roosts or perches built up in the air, under which fires are kept burning night and day, so that the smoke may drive away the mosquitoes."

## FIRST STEPS IN NUMBER

By ANNA B. BADLAM, Training School, Lewiston, Me.

Number may be made one of the most interesting studies in the lowest primary grade, or it may become one of the least interesting; it may be so treated as to awaken all the powers of observation, imagination, and memory, or it may tend to stupefy the pupil, according to the thought and purpose or want of thought and purpose of the teacher. She must bear in mind that every number lesson, or series of lessons in this grade will require as much thought and preparation on the part of the teacher, as would be required of a teacher in a grade where fractions was to be the subject explained. She must know well the ground she is to traverse; know the pitfalls and stumbling blocks along the way. She must invent ways and means of guiding the little ones so that none drop discouraged by the way. Let us consider the ground to be covered. Our system of number being based upon a series of tens, it would seem but natural that the child's attention be confined during the first year to the consideration of numbers from one to ten. Many educators do not carry the instruction higher than five during the first year; but this seems an unnatural halting ground, since it does not teach the fundamental principle of our system.

1. The recognition of groups of objects, on the ball-frame, the domino blocks, the blackboard, the home-made number chart, etc., should form the most important feature of the early work in this grade. As soon as several groups can be recognized, attention should be called to the relative value or size of the groups to develop the thought of *more* and *less*. As soon as groups from one to ten can be recognized, (and it may be well to state here that groups above five will have to be recognized in *associated* groups, as, eight composed of two groups of four, nine of three groups of three, etc.), the child should be trained to count through this first decade forward and back.

He should be shown a regular succession of groups from one to ten, and trained to find the next larger, or

next smaller group to any particular group specified by the teacher.

2. These steps taken, he must be trained to separate any group which he can recognize as a whole, into any two groups, and thus get his fundamental ideas of addition and subtraction.

The operations in fixing the facts of the addition of any two groups, or the subtraction of either of these groups from the sum, must be performed over and over again with as large a variety of objects, and in as great a variety of ways as the ingenuity of the teacher can supply and suggest.

According to the law of psychology, "the mind tends to act again in a manner similar to that in which it has acted before;" hence, if the teaching in the lowest grade be founded upon firm principles underlying the natural mental growth of the child, the thoughts he gains during this first year ought to return to him, and the impulse once given to his mind; his thought ought to complete for itself the fact that, e.g., *six and three are nine* when he hears at some later period the question, "How much are six and three?"

Until the mental processes suggested by all this objective teaching can repeat themselves independent of the objects, or, in other words, until memory can recall these processes, instantaneously, the work with concrete number has not been exhaustively enough taught, and must be repeated.

Yet, there is always danger of the other extreme, namely, keeping the child so long on objects without attempting to test his memory that he becomes too dependent upon them, and his memory remains for the time being dormant and enfeebled. "The golden mean" must be the goal of all teaching; memory plays so large a part in all mental processes that no teacher should lose sight of the fact that it must be cultivated in its turn fully as much as the powers of observation.

## LESSONS IN NUMBER.

Report of a lesson given in the training department of the New York City normal college. The class consisted of fifty little boys five or six years old.

The teacher "told stories" of the combinations of 2 and 3, and then asked the children to tell her similar stories.

Writing  $\frac{1}{2}$  on the blackboard she said, "Harold may tell me a story about this."

A little boy rose and said, "Two oranges and two more make four."

"Four what?" asked the teacher.

"Four oranges," said Harold.

The next boy completed his sentence, saying after the teacher had written  $\frac{1}{2}$ , "Two boys in one house and three boys in another house, make five boys."

The other children told of apples, tops, kites, canary birds, and horses, all quite in their natural places and conditions.

A little boy was criticised for saying, "Two apples in one grocery store and two in another," and was reminded that two apples would be very few to find in a grocery store, but that there might be only two in a basket.

The teacher then wrote  $\frac{1}{2} \frac{1}{2} \frac{1}{2}$  and called upon three little boys, asking each to write "the end of the story." She would say, pointing to the numbers, "There are three canary birds in one cage and three canary birds in another cage—Percy may write the answer," thus gradually leading the children's minds to abstract number.

Reported from lessons at primary school No. 49, East 37th street, Miss Buckalew, principal. The class had from fifty to sixty little girls just beginning school life.

The teacher writes on the blackboard 12, 15, 18, etc., and asks the children, "How do you know teens?" "Because they have 1 before them," is the reply. 18 is read promptly, 15 logically if not correctly called fifteen. "Yes, but we do not read it that way," says the teacher smiling, and the desired correction follows. Twenties are described as having 2 in front of them. Counting with the numeral frame follows. The children readily count to 50 and add twos and threes.

In another room of the same grade the children read easily 46, 55, 58, 86, 68, 84, etc. A little girl tells us that "the figures in 28 are two and six," and writes them on the blackboard. Another says that the figures in 28 are two and eight, etc.

Mental arithmetic in the form of "stories" goes on successfully. "A boy has 8 cents and his father gives him 2 more, how many has he?" A child, told of a little girl who had 5 candies and was given 2 oranges, avoided the pitfall, and answered correctly that she "had 5 candies and 2 oranges."

## PRIMARY NUMBER.

By CARRIE A. BEATTIE, Beatrice, Neb.

In beginning with the little ones, it is to be hoped that they have not been taught to count parrot-style, without knowing which is the greater, 4 or 14.

Take splints, blocks, or whatever objects you have. Suppose you use splints. Holding them before the little class, teach them to say, "One stick and one stick are two sticks; two sticks and one stick are three sticks; three sticks and one stick are four sticks; four sticks and one stick are five sticks." That may be far enough for once. After *saying* and *seeing* these facts with them three or four times, write them on the blackboard, telling them there is a sign for the word *and*, also for *are*: 1 stick + 1 stick = 2 sticks; 2 sticks + 1 stick = 3 sticks; 3 sticks + 1 stick = 4 sticks, etc., teaching the figures 1, 2, 3 also, if they do not already know them.

The second day, if possible, leave out the word *stick*, and make them understand that 1 and 1 are two, whether sticks, blocks, beans, or anything they can see. In the next lesson teach  $1+4=5$ ,  $2+3=5$ ,  $4+1=5$ , etc., thus showing the combinations in all possible ways, thoroughly from the first, and avoiding the habit of adding with the fingers. Allow little ones to add straight marks when they have no objects. Larger ones may use straight marks when building either the multiplication or division tables, but if they learn the combinations in addition thoroughly they will not need straight lines much.

Go on with adding and taking away day by day, reviewing and writing what is learned, bringing in multiplication as soon as practicable, probably by the time they reach 6 sticks, for then there are 2 threes, 3 twos, etc. Division, and the ideas  $\frac{1}{2}$ ,  $\frac{1}{3}$ , etc., may come in at this time.

As soon as they have had part of the combinations, give little sums, in example form, and with signs, both in addition and subtraction.

Drill in addition a great deal, and when they hesitate, call up the combination. For example, they have  $19+6$ . Ask them the sum of  $9+6$ . They say 15 at once. Then they can see that 19 and 6 are 25.

When they reach subtraction where the figure in the subtrahend is larger, toy money may at first be used, for they can understand that if they cannot take 8 cents from 4 cents, they can take a dime, which equals 10 cents, and then they have 14 cents from which to take 8 cents; and as they will have handled and *added* the toy money before, they will understand that the 14 cents are as much as the dime and the 4 cents they had at the first. They will also know that they have one *dime less*, having changed it to cents; thus getting the second hard point in subtraction firmly fixed in their minds.

This work will probably come in the second year. Review, drill, and variations with oral exercises and written problems should come in as needed.

It is hoped that all the new arithmetics yet to be compiled will have some work in compound numbers following each of the fundamental rules, for it is feared that even grammars and high school pupils think simple numbers and compound numbers entirely different, when, in fact, the operations are identical.

Although some ideas of multiplication and division have been taught, I would not take up the multiplication tables until they can add and subtract with fair accuracy and rapidity; probably in the latter part of the second or the first part of the third year. My plan would be to develop or build each table separately, and when it is understood, have them *commit* it so they can say it forward, backward, in concert, etc.; and there is no better way than simply to *learn* it. Have them learn it so perfectly that when you say 6 times 8, the answer 48 shall come at once without their thinking whether it is six 8's or eight 6's that you mean. Many an advanced pupil's work is crippled by not knowing the tables perfectly.

When they can multiply well by one figure, division may be begun. They have had some simple ideas of division from the beginning, and as it is the *reverse* of multiplication, it comes easily, after multiplication is understood. I would teach division tables only as a pastime. When the class can begin operations with numbers as large as 125+5, I would teach the long division method first, for it is easier for children to *perform all* operations, than to keep part of them in the mind. Always try to have some little trick in numbers in each lesson; for instance, some column where all the combinations are 9's or 10's. An example in addition might be given having the same number added 6 times; then one in multiplication with 6 for a multiplier, thus proving that multiplication is a short way of adding; also one in division the reverse of multiplication, and various others suggested by the *needs or remarks* of the pupils.

I would not use text-books until they can understand them, and then only as helps. One without answers is preferable, for answers tempt the children to "copy."

## HELPS FOR TEACHING NUMBER.

Among these are the following: straws, whole, neatly cut, white, and all of the same length.

A box of beans, all of about the same size, white and black, mixed in about equal proportions.

A bundle of sticks or straws, ten in each bundle. This represents 10. A bundle of the previous bundles, ten in each. This represents 100. A bundle of the last bundles, ten in each. This represents 1000.

Many cards, on each of which several figures are printed or drawn, like this:

8  
9

When these are shown, the answer should be given *instantly*. They can be made very useful in many ways, especially in rapid addition and multiplication.

A good number of inch cubes, also of spheres. A few other symmetrical solids.

A clock dial, by which lessons on time can be given. This is essential to a good primary school.

Educational toy money.

An outfit for buying and selling. This consists of small boxes, containing sugar, coal, coffee, tea, pepper, etc.

Weights and measures. These should be real ounce and pound weights, and inch, foot, and yard rules. The vessels for liquid measures should be as well suited to the purpose as the district can afford.

Cube root blocks. These should be made in two sets, the pieces manufactured with care and accuracy.

Apparatus for showing the relation between the contents of a cone, sphere, and cylinder. The conical cup should be three inches in diameter at the top, and three inches deep. The solid sphere should be three inches in diameter, and the cylindrical cup three inches in diameter and three inches deep. Actual demonstration shows that the contents of the cone three times filled with water fill the cylinder, and that if the cylinder is filled with water, and the ball entirely immersed, there will remain in the cylinder just enough water to fill the cone. It follows therefore that the contents of the three are as the numbers 1-2-3.

These are a few of the many pieces of apparatus that will make the school a place of real and not theoretical study.

## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

## THANKSGIVING EXERCISES.

1621.

1863.\*

1890.

## OPENING ADDRESS.

Let the school-room be decorated with sheaves of grain and garlands of autumn leaves; also, if possible, have heaps of apples, potatoes, turnips, ears of dried corn, or pumpkins. Invite each pupil to bring a single article, to be given to the poor after the celebration.

"And we, to-day, amidst our flowers  
And fruits, have come to own again,  
The blessings of the summer hours,  
The early and the latter rain;  
To see our Father's hand once more  
Reverse for us the plenteous horn  
Of autumn, filled and running o'er  
With fruit, flower, and golden corn."

2. Song.—"The Corn-Song," by Whittier.

## FIRST VOICE.

Behold the far East! great Judah's domain!  
White is the harvest—Jehovah doth reign,  
And fruitful, oh, Feast of Ingathering!

4. Reading by a girl.

The Jewish Feast of the Tabernacles was celebrated in late October with great pomp and joy more than three thousand years ago, as we read in the Bible. It was held each year at the end of harvest; when the people dwelt in green booths for a week, giving up the time to religious services of costly sacrifice and solemn thanksgiving, interspersed with joyous feasting and lively mirth. In a modified form, this Feast of the Tabernacles is duly observed by all orthodox Jews of the present day.

## SECOND VOICE.

All honor to Ceres, bounteous of grain,  
Guardian of blossoms and soft, dewy rain.

\* Proclaimed by President Lincoln to be a national holiday.

We hail thee, O goddess beloved!

6. Reading by a boy.

Ceres was the name given by the Romans to the goddess of grain fields. Their harvest festival, called Cerialia in her honor, was held about the first of October after the grain had been garnered. Sacrifices were laid upon the altars; plentiful gifts of the best fruits or flowers were brought to the temple; while faithful worshippers crowned with corn-leaves and poppies thronged to the fields in pious procession. It was also a time for frolic and rest from labor.

## 7. THIRD VOICE.

Hurrah! hurrah! the harvest-home!  
In merry old England, a day  
So blithesome to yeoman;  
Gay measure well treading,  
With lassie to loud roundelay.

8. Reading by a girl.

The English harvest-home was characterized by no religious ceremonies. This autumn holiday was kept by the simple yeomen, even in the times of good King Alfred. It was celebrated with rude or boisterous gaiety. The country swains and the rustic damsels, wearing wreaths of grain or flowers, danced merrily and sang lustily upon the village green. Then a feast of homely cheer was spread at eventide, soon after which bonfires were lighted, while the full harvest moon shone benignly down upon the simple merry-makers.

9. Song by school.

## The Landing of the Pilgrims.

10. FOURTH VOICE.

Now God be praised, the harvest is good,  
Meet for our daily living;  
For that we receive, by the goodness of God,  
We rejoice in holy thanksgiving.

11. Reading by a boy.

Our Pilgrim forefathers of Plymouth rock fame were, however, the originators of our American Thanksgiving holiday.

About ten months after the landing of the Mayflower, the survivors of the original band, now numbering scarce fifty, gathered in their scanty harvest, consisting of some twenty acres of corn, with six of barley and peas, for which they were devotedly thankful. They celebrated their harvest ingathering by a Thanksgiving feast, in which wild turkey played an important part, together with venison, corn, and barley.

A number of unbidden guests in the shape of Indians, whose chief was the noted Massasoit, happening in the neighborhood at the time, were duly invited to take part in the festival.

12. FIFTH VOICE.

Woe! woe unto us!  
Parched is the grain;  
Hide, Lord, thy wrath!  
In mercy send rain.

13. Reading by a girl.

In the year 1633 there was a severe drought lasting from May to the middle of July. The little Plymouth colony was in sore distress regarding the state of their corn fields. In this extremity, a day of fasting and prayer was appointed, which was most solemnly observed. By dawn the next day the prayed for rain had come and continued without ceasing, scarcely, for two weeks. The withering crops soon flourished again, so that a plentiful harvest ensued.

In grateful remembrance to the guiding hand of Providence, Governor Bradford ordered a public thanksgiving, the second one observed on American shores. It was duly celebrated in grave Puritan fashion.

14. SIXTH VOICE.

From Atlantic's lowly coastline,  
To the Rockies, bolder laid;  
From the prairies' whitened grainfields,  
To the southern Everglade;  
Hark ye! to the gladsome message  
Ringing wide through goodly land,  
Oh, give thanks, ye teeming market,  
And ye grain-filled farmer's land,

15. Reading by a boy.

President's Thanksgiving proclamation for the year.

16. Concert recitation by the school.

First and last stanzas of Whittier's Centennial Hymn.

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I FIND THE JOURNAL replete with inspiration to the earnest teacher, and to the one who is in search of light in teaching. The questions in THE TEACHERS' PROFESSION give excellent material for supplementary work.

C. O. M.

## IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30 cents.

## NEWS SUMMARY.

OCTOBER 27.—The Annapolis warship armor-plate tests corroborated in Denmark.

OCTOBER 28.—Turkey trying to make a friendly agreement with the Greek church.—Revolt of peasants in Southern Russia.—Barum's circus train wrecked near Macon, Ga.—The town of Vitu, Africa, captured and burned.

OCTOBER 29.—Gen. Miles suggests an increase and improvement of the army.—Henry M. Stanley sails for New York.—Capt. Grombtshevski, the explorer, returns to Osh from his geographical expedition to the Hindoo Koosh.

OCTOBER 30.—Dr. Justin, of Syracuse, decides to make further tests of dynamite shells.—A monument unveiled at Baltimore to the memory of the men who lost their lives in the unfortunate Jeannette expedition to the Arctic regions.—Mexico revising her tariff laws.

OCTOBER 31.—A schooner cuts down a passenger steamer near Barneget and many lives are lost.—According to the census report the population of the U. S. is 62,480,540.

NOVEMBER 1.—Emperor William has an editor arrested for reporting his speech.

NOVEMBER 2.—The Pope to appoint a commission of cardinals to discuss the social question.

## HOW EVENTS MAY BE STUDIED.

Teachers who do not give a small portion of the school hours to the consideration of events of the day are losing a great opportunity. These discussions may bear directly on the studies in the course, and may contribute greatly to the interest in school-room work. For instance, biographies of famous persons whose deaths occur from time to time, or of those who spring into prominence in various fields, may be used in the history class. Allusions to historical persons may form the basis for a general history lesson. This work will enable the pupils to form a conception of other men and other times and to compare them with our own. Items referring to places and customs may be used in the geography class; and the many paragraphs relating to botany, zoology, astronomy, meteorology, etc., help to add zest to the study of those sciences. Pictures greatly aid the pupils in forming clear conceptions of things. Set them to gathering pictures from the papers, of persons, buildings, places, animals, etc. Judgment must be exercised in selecting those that are worth saving. These can be pasted different in scrap-books under the heads of geography, biography, history, etc., and used when needed.

## TAKING POSSESSION OF AFRICA.

The British gunboats *Mosquito* and *Herald*, ascended the Shire and entered the Ruo river. The Portuguese minister to England was recalled. It is proposed to collect an import duty on alcohol in the Congo state; all other articles are admitted free. A new German-African company has been organized. Its object is to plant colonies in South and southwest Africa and in Morocco and Tripoli. The German government has granted ten years' trading monopolies in the Cameroons country.

## EUROPEANS WHO FIND HOMES ELSEWHERE.

It is estimated that nearly a million people leave Europe every year for foreign lands. Five years ago very few left France, Belgium, Switzerland, and Russia for distant countries, but now the number leaving each year is large and constantly increasing. From Norway and Sweden there is yearly a continuous drain, of those who never think of any other settlement than America. The British and Irish have naturally come to Canada and the United States, which is in many respects a greater Britain. For some reason the Australian colonies have not attracted them lately in any marked degree, but the Cape, Natal, and South Africa in general are rising in favor. The German explorer is busy with Africa, but the German emigrant does not appear to take kindly to it. Like the Scandinavian the German prefers the United States, which ranks first in popularity with European emigrants, with the Argentine Republic second, and Brazil third. North America is destined to absorb the best of Europe's workers, while South America draws off its farmers and laborers. Australia will continue to attract its annual sixty thousand, South Africa promises to make a large demand, and Tunis and the French possessions in the North are developing with equal rapidity.

A MONUMENT FOR RED JACKET.—Mrs. Harriet Maxwell Converse, of New York City, who is the adopted daughter of Red Jacket, the great Seneca chief, is raising funds for a monument to him in Buffalo. The principal features of the design were suggested by General Ely Samuel Parker, a well-known civil engineer of New York City, who served with distinction on General Grant's staff during the war. General Parker is a full-blooded Seneca Indian, and is probably the most eminent man of his race in the country to-day. Give a sketch of Red Jacket.

## EXCAVATIONS AT ANCIENT TROY.—Dr. Henry Schliemann

says he is making slow progress in his excavations at Troy, on account of the depth of the deposit of earth on the ruins. Seventy men and three locomotives are employed by him. The doctor writes that the art treasures which he will give to the newly founded museum of Trojan antiquities at Berlin are of great value and beauty. What great poem treats of the siege of Troy?

TURKEY APOLOGIZES.—Not long since an American was arrested in Constantinople on suspicion of being connected with the Armenian riots. He was taken from his residence at night by the Turkish police. Mr. Hersch, the American minister, protested, and the Turkish government apologized, as it was proved the man had had nothing to do with the Armenian plots. Why is it the duty of the United States to protect its citizens abroad?

BRITISH IN THE ZAMBESI RIVER.—The British gunboats entered the river recently in spite of the Portuguese protests. In their company was a steamer belonging to the British African Lakes company, which had in tow a flotilla of lighters and canoes laden with stores and munitions of war. The entire native population lined the banks of the river, shouting, dancing, and clapping their hands. Tell about the dispute between England and Portugal over African territory.

A SHIP CANAL SCHEME.—The surveys for the Pennsylvania ship canal are finished, and the legislature will be asked to complete it. The route favored is along the Beaver river to Lake Erie. It is thought that the canal will cost twenty-five million dollars.

REPAIRING THE BODY.—Prof. Gluck, of Berlin, has successfully inserted catgut to supply defects in the leaders of the hands. At another time he removed a tumor from a patient's thigh, displacing at the same time a large bit of the bone. Ivory was inserted, and no shortening ensued. Catgut was also inserted in the groin, with no hindrance of the normal functions.

SIBERIAN CONVICTS.—An outbreak among the convicts occurred on board a steamer on the River Lena, near Yakutsk. The inhabitants of a village the steamer was passing helped the convicts to disarm and bind the guards. The vessel was then set adrift. The governor sent troops after the fugitives, two of whom were killed and five recaptured. For what offences are prisoners sent to Siberia?

PUNISHING NATIVE AFRICANS.—The sultan of Vitu refused to appear before the English and German consuls or to give up the natives who murdered Germans. The English admiral, therefore, began war, burning several native villages on the coast. What was the recent agreement between England and Germany respecting East African territory?

MR. GLADSTONE AND FREE TRADE.—In a speech at Edinburgh, Mr. Gladstone said that, as a result of the free trade legislation of the past fifty years, trade had increased five-fold. The population has doubled, and the island has vastly improved, socially, morally, and politically. Tell about the English corn laws.

UNFIT TO REIGN.—A few days ago the prime minister of Holland informed the national parliament that William III, king of the Netherlands, was physically and mentally unfit to reign. King William is now 73 years old. He succeeded to the throne March 17, 1849, and in the early years of his rule gained popularity by reducing the civil list one half in order to lighten the burdens of the taxpayers.

GOLD IN SOUTH DAKOTA.—Rich placer deposits have been found in Jackson county, a part of the Sioux reservation lying near the Black hills. The rush of prospectors to the region has begun, and a mining town named Logan has been started. What effect had the discovery of gold on the history of California?

MOVEMENTS OF DIPLOMATS.—Robert Lincoln, the U. S. minister to England, embarked for New York, expecting to return to London in January. Minister Roustan, of France, will return to his post in Washington. Senor Guanes has been appointed Spanish minister to the United States in place of Senor Murnaga. What are the titles and duties of our representatives in foreign countries?

THE PILGRIMS.—A society has been formed in New York state to raise a statue at Delft Haven, Holland, the port from which the Pilgrims sailed in 1620. Tell the story of the voyage of the Pilgrims to this country.

FISHING IN THE LAKES.—The Canadian fishery department will increase the fishery protective service in Georgian bay and Lake Huron, in order to prevent poaching by Americans. It is feared that if the poachers continue this course, the fisheries will be greatly damaged. They threaten the lives of the Canadian officers. Explain why the fishery question is a very important one.

AN ELECTRIC ELEVATED RAILWAY.—An iron elevated railway, much like the New York pattern, six miles long, is now in process of construction in Liverpool. The cars are to be worked by electricity.

## OF SPECIAL INTEREST TO PUPILS.

THE DEEPEST LAKE.—Lake Baikal in Siberia is the deepest in the world. It is about as large as Lake Erie, but differs from that shallow body of water in being nearly 4,800 feet deep. Although its surface is 1,350 feet above the sea level, its bottom is nearly 3,000 feet below it.

FROM NEW YORK TO CAPE HORN BY RAIL.—Probably before the end of this century one will be able to step on a train at New York and ride to the end of the South American continent by rail. The building of this railroad is one of the recommendations of the Pan-American congress. Two branches will probably be built, one along the Atlantic and one along the Pacific coast of South America.

MEXICAN SILVER.—The production of silver in Mexico is increasing. All the great Pochuca mines are yielding largely. The owners think of running two great tunnels under Pochuca. One of these will measure twelve miles cutting many veins, and allowing the mines above the tunnel to be thoroughly drained. The amount of silver ore taken out will be greatly increased. Where in the United States is silver found?

LOCAL SELF-GOVERNMENT IN CHILI.—The recent session of the Chilean congress was a very important one. An election law was passed by which the congress and the president will be so elected that they will reflect (or nearly so) the will of the nation. The next step will be a reform in the government of cities. The government cannot now so well use the offices to control votes, and it is possible for an independent candidate to be chosen president. Explain what is meant by local self-government.

CHILI'S PROGRESS.—Minister Egan has sent word to the state department at Washington that the government of Chili approves of the propositions of the Pan-American congress on the subject of banking, uniform customs, customs regulations, an international bureau of information concerning American republics, uniform weights and measures, uniform sanitary regulations, an intercontinental railway, and a common silver coin.

DIAMONDS DEARER.—In spite of the large increase in the stock of diamonds in the world in the past fifteen years, the price has greatly increased. In 1876, the output of the African mines was about 1,500,000 karats; last year it was over 4,000,000, and the great trust which controls all the principal mines asserts that it has 16,000,000 karats now in sight. Diamonds are higher to-day—partly because of the trust, but also because of the increased demand—than they were a year ago. The diamond industry is different from nearly all others. Gold and silver are consumed in the arts, but a diamond goes into the world's stock and is likely to appear in the market at any time.

INDIAN MOUNDS.—A region very rich in Indian remains, whence quantities of stone arrowheads and other things have been collected, is found in the Capon Valley, West Va. One of the mounds is a regular ellipse, nearly 200 feet long but it has not yet been excavated.

QUENCHING FIRE.—The steamship *Majestic* had a fire among the cotton bales in her hold at New York recently, which burned for an hour or more. Usually, in such cases water is poured in and does more damage than the fire. It is suggested that carbonic acid gas might be used instead of water in quenching fire in confined spaces. This will, effectually put out the fire, while experience has shown that it will not damage the cargo.

A WONDERFUL CASE.—Recently a fourteen-year-old boy was taken to the Presbyterian hospital, New York, with his neck dislocated. By experiments with extending weights attached to the patient's head and feet, the neck was eventually set and kept in place by means of a plaster of Paris jacket. The displaced bones are now properly set and the patient has full power of the neck.

EXPLORATION OF ALASKA.—It is proposed to send a party to Alaska to ascertain the resources of the country. They will locate near the center of the territory, and from that point as a base push expeditions into all parts of the interior. The party is to remain not less than three years. In this way a thorough knowledge of the topography and other features of the country may be gained.

LAFAYETTE'S STATUE.—The statue of Lafayette will stand on the square opposite the White house. The hero is represented as a youth in top boots, military coat with epaulets, a high stock and small wig. The left hand rests on the pommel of his sword. A female genius of America, draped from the waist to the ankles, gazes up to Lafayette and raises toward him a bronze sword. A rear shield bears the following: "Erected by the Congress of the United States to Gen. Lafayette and his compatriots in commemoration of the services rendered by them during its struggle for independence."

## CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

## HOW TROUBLESONE GIRLS WERE PUT TO WORK.

"I. E.'s" trials remind me of a page of my own experience. I had a large school that annoyed me by whispering, loud study, idleness, etc. I did not know what to do; "to keep in" did no good, or to punish in any way, and I was almost in despair. Among the rest were three girls that laughed and talked in the most annoying manner. They would usually know their lessons, although not taking much interest.

I resolved to do something. I furnished a text-book and got them to study physical geography; then I formed a class in English literature, teaching it topically. But I did not win them at once; it was slow, trying work. After a while I proposed they should try botany and geology—learn something about the plants and stones about them. I knew very little about these studies, but I studied myself. I went to a professor and obtained some help in my own study, and borrowed specimens for them from his cabinet of minerals, sent them outdoors to get flowers to analyze, and did all I could to make the lessons attractive. At last I succeeded. One of those girls is a successful teacher; the others are equally as successful in their chosen work. Long after they went from my care I received letters from them, one especially, thanking me for getting her interested in botany.

Only where real malice is found, with lack of brain capacity, will you fail in getting children interested in some way.

J. B. A.

Pound Ridge, N. Y.

What is good definition of manual training and how does it differ from industrial education?

R. E. G.

Industrial education, as applied to school work employs manual training as a means of education. It does not signify technical education; nor the teaching of trades; nor of manual labor to earn money. It means a closer union of hand-work and head-work, for the attainment of better results in both. Hand-work and head-work have commonly been separated, and each treated as if neither had anything to gain from the other; whereas the facts are, mental education may be much advanced through manual training. On the other hand, intellectual training and knowledge are indispensable to manual training. At present manual training and industrial education are used as synonyms.

Please tell me through THE JOURNAL a good method of teaching the multiplication table. I have a pupil that has been at it for six months.

J. A. S.

An old teacher when called on at an institute to answer this question, replied, "I put the strap to 'em." Six months is not too long to work on this table and *understand it*. 1. You should give him some beans, and say, "Lay out two beans; lay out two more; two more," etc. Bringing two series together "How many beans are two beans and two beans?" (Bringing three series together) "How many beans are there in three twos?" etc., etc. 2. Let him move the beans and say, "Two 2's are 4," etc., etc. 3. Let him move them and say as in No. 2, and write the figure. This may require some days, possibly two weeks. But don't leave it until he can do the combining of the beans in a series of two. Don't hurry him; don't let it be a *lip combination*; let him *do* the combination, *see* how much it is, and *say* it and *write* it. Then and then only go into combining threes; and don't you think that boy is thick-headed, either. Have you the Grube method of teaching numbers? You should have it. Finally, kick out of your school the *lip-learning* of the multiplication table; it is a stultifying operation.

A correspondent asks us how the following sentence should be punctuated: "The interiority of French cultivation, (1) which, (2) taking the country as a whole, (3) must be allowed to be real, (4) though much exaggerated, (5) is probably owing more to the lower average of industrial skill in that country (6) than to any special cause."

The portion from (1,2) "which" to "exaggerated" is parenthetical, and is set off by commas; (3,4) "taking . . . whole," is set off by commas for the same reason; (5), an explanatory clause is preceded by a comma; (6), a subordinate clause; it might be omitted. Some would leave out the commas at 3 and 4. Usage varies greatly in regard to the comma.

"Where do we get the 300 by which the square of the first term of the root is multiplied in cube root; also why do we add 30 times the product of the second term?"

E. L. F.

An article on cube root will soon appear and this will answer the above question. Let E. L. F. bear in mind that the formation of a cube is  $T^3 + 3T^2U + 3TU^2 + U^3$  (where T and U stand for tens and units); and that the square of tens will be hundreds, hence  $3T^2 = 300$ .

In answer to "S" we give Prof. Winchell's recipe for a cement that will stick minerals together, etc.: "Take

two ounces of clear gum arabic, one and a half ounces of fine starch, and one-half ounce of white sugar. Pulverize the gum arabic, and dissolve it in as much water as will render it thick, then dissolve the starch and sugar in the gum solution. Then cook the mixture in a vessel suspended in boiling water until the starch becomes clear. The cement should be as thick as tar, and kept so. It can be kept from spoiling by dropping in a lump of gum camphor, or a little oil of cloves or sassafras."

Miss Matilda Jones, of Toledo, asks Supt. Geo. Howland what teachers are to do if they do not "keep pupils in," and he replies:

If Miss Jones will read the whole of my address she will get a pretty good idea of the course to pursue.

1. How would you explain these? 2-3 of A's money equals 1-2 of B's, and together they have \$2,520. How much has each? 2. The sum of two numbers is 7 and multiplied by some number makes 11. What is the number?

1. Here are two persons; to compare their money *one part must be a unit*; it is easy to make B's a unit by doubling the 1-2 that now represents it. Then we must double A's; if B is 1 A is 4-3; or B is 3-3, A is 4-3. This shows the whole to be 7-3, and the part A has is 4-7, and the part B has 3-7 of \$2,520 respectively. 2. This is not properly stated.

If one man assaults another wrongfully, and two suits, one criminal and one civil are brought, how will they differ? S. D.

The parties in both cases are called defendant and plaintiff (or complainant). In the case of a criminal suit a charge is made before a justice of the peace or police justice, and a warrant is issued. This is put in the hands of an officer, and the offending person is arrested. If it is a slight offense the justice disposes of it by imposing a fine or imprisonment; if more serious the person is held to bail for the grand jury. When the indictment is found it is tried before the county or circuit court and a jury, the district attorney (the title of the state's officer varies in different states) appearing for the state. The defendant pays his own lawyer; or, if he is too poor, the court assigns counsel for him. In case of conviction he is punished in accordance with the statute. In a civil suit the defendant is summoned to appear. Each of the parties pays his own lawyer, and in case the defendant loses, a judgment is entered against him. The criminal suit deals with the person of the offender; the aim of the civil suit is to make him pay damages.

You have said kind and sensible words regarding Indian schools. Having to receive children from reserve schools, we can see the effect of "parrot" teaching. While there is no doubt that Indian children learn just as readily as white children, still, considering their early surroundings and their lack of a good knowledge (or any knowledge) of English, those of us who are engaged in the work feel that it demands the greatest amount of heart and head power to do it successfully. I send you a composition in the form of a letter written by a boy who has been in the school six months. He is thirteen years of age. As we find composition a very difficult subject, we use the letter form as being the most easily grasped by the children. Our tribes are Creeks and Ojibways.

Middlechurch, St. Paul, Manitoba. J. L.

This letter from the Rupert's Land industrial school discloses the true inwardness of much of the teaching (so called) bestowed upon the Indian. Entering an Indian school we were asked by the lady teacher if we would like to hear the Indians recite; they all rose at a motion of her hand, and recited the twenty-third Psalm. Doubting the efficiency of this teaching, an Indian boy was asked, "What is a shepherd?" He looked blankly at me; a dozen questions were answered in the same way. In another school the Lord's Prayer was recited; questions showed they might as well have recited so much Sanscrit. It would look to most persons as though they were being turned into Christians very fast. This teacher aims at the whole Indian. The composition he encloses is a very creditable one.

A. M.

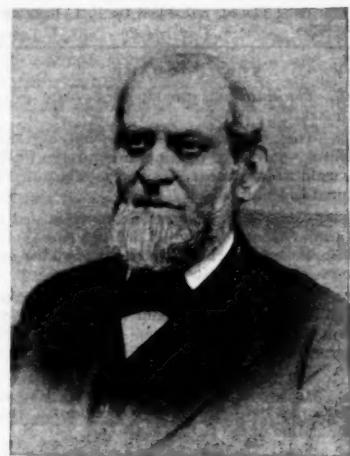
I came across the sentence "the editor expects every subscriber to write to him once at least every year." I taught last year for the first time, and although I feel I did not make a success I shall not give up teaching. Now how shall I prepare myself for a good position? I have undertaken the study of Latin, Greek, German, and French. Possibly will go to Wellesley to complete the course there. Now I am anxious to know if I have selected the right branches. I am afraid I will be told "There are no calls for such teachers," and I will have wasted all that precious time. Are there calls for good language teachers, and also do you advise one to try to be such?

A. M.

You are at a turning point in your life and must use the very best judgment. You are aiming to teach in the public schools, and the question is, do you need Latin, Greek, German, and French? A knowledge of these will do you good, no doubt; a knowledge of Sanscrit would help you; But you need to question more what studies will help you most. We should say, *aim to be a professional teacher*. THE TEACHERS' PROFESSION will aid you very much.

We send a copy; look at it carefully. Find out where you are (third, second, or first grade), and then begin on the informational and professional studies that will put you in the next grade. Don't neglect the professional studies—a knowledge of language, numbers, etc., will not be enough to make a teacher of you. That idea once prevailed, but it is passing away. Take hold earnestly of the determination to be a professional teacher. If you are such you will be able to answer such questions in the history, principles, methods, etc., of education as appeared last year in THE TEACHERS' PROFESSION. Professional teachers are now wanted.

## EDUCATIONAL NOTES.



WILLIAM JONES.

Mr. William Jones is a well known figure in the New York public schools, having been a trustee (1849), a member of the board of education (1853), again trustee (1854), then commissioner of education (1855-6), and finally at the solicitation of Supt. Randall superintendent (1857), which office he has filled to the present time. His field has been during these thirty years the examination of the primary departments. No officer has been more faithful in duty during these years; he has lost but five weeks from illness, and during the last eighteen years but four days. He has been under the administrations of Supts. Randall, Kiddie, and Jasper; he has fulfilled his duty in an able and earnest manner; it has been a pleasure for him to assist the teachers in their efforts to give a thorough acquaintance with the elementary branches of knowledge.

STATE ASSOCIATIONS FOR MID-WINTER,  
1890 AND 1891.

[Will subscribers please aid us in making this list complete?]

Colorado.—Dec. 30, at Denver.

Connecticut.—October 16-17-18 at New Haven. A. B. Fifield of New Haven, Pres't; S. P. Williams, Plainfield, Sec'y.

California.—Last week in December, at San Diego. James G. Kennedy, Pres't; Miss Mary E. Morrison, Sec'y.

Illinois.—Dec. 29, at Springfield. P. R. Walker, Rockford, Pres't; J. M. Bowly, Litchfield, Sec'y.

Indiana.—Dec. 29, at Indianapolis. W. W. Parson of Terre Haute, Pres't; Anna M. Lemon, Bloomington, Sec'y.

Iowa.—Dec. 30, at Des Moines.

Kansas.—Dec. 29, at Topeka. D. E. Sanders, Ft. Scott, Pres't; S. D. Hoaglin, Holton, Sec'y.

Massachusetts.—Last week in November, in Boston.

Michigan.—Dec. 22 to 24 at Lansing. J. J. Plowman, White Pigeon, Pres't; D. A. Hammond, Charlotte, Sec'y.

Minnesota.—December.—L. C. Lord, Morehead, Pres't; Miss L. Leavens, Sec'y.

Maine.—January 1-3, at Augusta.

Montana.—December 8, at Helena. J. R. Russell of Butte, Pres't; J. C. Templeton, Helena, Sec'y.

Mississippi.—December 23, at Jackson. J. J. Deupree, of Clinton, Pres't; J. J. Wooten, Oxford, Sec'y.

Nebraska.—Dec. 31 at Lincoln. Isaac Walker, Pembroke, Sec'y.

North Dakota.—Dec. 29, at Bismarck. M. A. Sherley, Pres't; W. M. House, Sec'y.

Rhode Island.—Oct. 23-24-25 at Providence. Rev. W. M. Ackley, Narragansett Pier, Pres't; P. A. Gay, Providence, Sec'y.

South Dakota.—Dec. 29, at Sioux Falls. H. E. Kratz, Vermillion, Pres't.

Vermont.—Oct. 23-24-25, Bellows Falls. E. H. Dutcher, Brandon, Pres't; W. E. Ranger, Linden, Sec'y.

Washington.—Dec. 31, at Spokane Falls. W. H. Heaney, Pres't.

Wisconsin.—December. L. D. Harvey, Oshkosh, Pres't; W. J. Desmond, Milwaukee, Sec'y.

RHODE ISLAND TEACHERS' ASSOCIATION.

THE 46th annual meeting of the Rhode Island teachers was held at Providence, Oct. 23, 24, 25. One of the features of the meeting was the discussion of "What the Education of the Teacher Should be?" Mr. W. E. Wilson opened the discussion. Supt. F. E. McFee of Woonsocket, said:

"The three factors absolutely essential to a teacher's success are good health, a good heart, and good sense, and any general education that will secure or strengthen these, should be eagerly sought for and carefully pursued by those who are to become teachers. No man can teach another how to teach. The most he can do is to lay down broad general principles which are true for the many, but do not reach the one hundred and one peculiar boys and girls with whom we have to deal."

"The teacher's first work must necessarily be experimental; but if she has a certain amount of book knowledge and is possessed of the three qualifications which I have mentioned I think she may be successful."

"To be a successful teacher one must have a love for the work a sympathy for and an interest in each and every pupil in the

school, and those who are to become teachers should be sure that they have this interest and this sympathy before they undertake that most important of all work, the instruction of the young.

The would-be teacher should familiarize herself with the ways of children, with their thoughts and their acts, with their virtues and their vices. She should visit schools and see them at their studies and their play. She should notice the teacher's manner of governing and methods of instruction; should ask questions, and seek from her why this or that way was best. I think that in a town where no professional training is provided, some such preparation as this should be required of those who wish to become teachers. That they should visit a certain number of schools and record and report the way in which recitations were conducted and discipline maintained. These reports, read by the examining board, would give a better insight into the mind and heart of the applicant than any formal probing into what he could remember and repeat of his long used text-books.

I am almost of the opinion that the newspaper ought to be put into our public schools as a part of the general plan of education, a stated time being given each day to such matters as the teacher may select. I am sure that with it our pupils would graduate with a much better knowledge of their duties as citizens, and with a much better knowledge of their state and country than they now possess.

I have had some considerable experience in teaching and some in selecting teachers, and give me the teacher who knows and has opinions on matters outside of her own work, who has thoughts on subjects that interest all; on the tariff, if you please, on the annexation of Canada, or is marriage a failure? or is life worth the living? You may be sure that the candidate who takes an interest in these and like important subjects will also put thought into her school-room work, and will not be content until she has wrought out something that is in accordance with accepted standards of right teaching.

An intermission of five minutes took place.

Miss H. A. Luddington, principal of the Pawtucket training school, discussed "Autumn Work." Under this head, fruits, seeds, trees, and physics were grouped:

The sum is no longer to give reading, language, and spelling lessons, solely for the sake of giving the ability to read, spell, and write compositions, but rather to use as aids to the study of those subjects which present material for thought, as the natural sciences, elementary history, and literature. In other words, reading, language, and spelling, are not to be made ends in themselves, and regarded as totally unrelated to one another, and to the work of the school, but instead each is to be considered a means of thought development. That the ability to read, write, and spell with ease and accuracy is increased by thus relating subjects, is not simply a pleasing theory, but is an established fact. When we get the children talking about a picture, a journey, or whatever may be the subject of the lesson, for the sake of getting them to talk, and to give us the opportunity to correct their expression, we are teaching language as an end. When, on the contrary, we present an object directly connected with the so-called "thought-studies" as a geometrical form, an animal, a plant, or some other object in nature, and write what the children say about it, perhaps adding some interesting fact which they cannot ascertain for themselves, we are teaching reading as an aid to the study of a subject. If the object be present, every effort on the part of the child to tell something about it, leads him to closer observation; if absent, it forces him to recall every feature previously observed. A reading lesson of this kind is the best sort of language exercise. Every time the child states, in good clear sentences, what he sees, he is receiving training in oral language. When he writes in the same manner, he is receiving training in written language. His words conform to his thoughts; they are an immediate necessity for thought expression. The thought demands language adequate to expression. It depends upon the teacher whether the thought aroused is the best of which the child is capable.

The *Peoria Journal* contains an address delivered by State Superintendent Draper before the teachers of Illinois. It is an admirable address in matter and spirit. He was especially emphatic in demanding a more substantial and professional teaching service. Mr. Draper said:

Perhaps one teacher in five or one in four is a professional. The force is too largely constituted of young girls or persons who are unable to prosecute any other employment successfully. Changes are frequent and constant. Two-thirds of the number who are now teaching will have ceased to teach in five years. Four-fifths of the new comers are immature, physically and mentally, and are inadequately prepared for such a trust. The law confers upon city boards of education and county or district commissioners power to certify teachers. The members of the city board are not professional school men. How are they to intelligently determine who are qualified to teach school? But that is not all, nor is it the worst of it; if it was, they could employ a competent person to determine for them. They have the authority to employ teachers. They have aunts and cousins, and daughters and nieces, who want employment. And they also have personal and political friends with retinues of relatives, friends, and acquaintances. They are human. They like to please. Only the strongest of them dare to confront the misunderstandings and enmities in which a refusal to aid their friends will involve them. The greater number will use their opportunities to help those about them, even at the expense of the school system. And how much of the breakwater is the county commissioner against immaturity and incompetency in the schools? He is nominated at a political convention and chosen at the general election. He is under political obligations. If he does not pay them on demand he is considered mean. The more honest and efficient he is, the more people there will be to engage in the enterprise of taking off his official head. He, too, is human, and he will ordinarily and almost necessarily be influenced by these considerations.

Everybody is eligible to the office. The qualifications which secure it are the ability to compass a nomination and gather in enough votes at the polls. These are not the qualifications requisite to the efficient administration of the commissioner's office. It

would be as sensible to elect a man at a general election to manage a railway or construct a cantilever bridge.

Indiscriminate licensing must cease. The age at which a person may begin teaching must be advanced. Professional training must be insisted upon wherever practicable, and where not, then at least a minimum standard of intellectual qualifications must be attained at a stated public examination. Examinations must be in competent professional hands. The authority to certify and the power to employ must never be lodged in the same persons. The certificate must be gained before employment is legal. Teachers must be treated better and their rights must be more thoroughly protected. They must be paid as well as equally qualified persons in other employments. Their tenure of position must be more secure. More men must be kept in the work. In short, a policy must be pursued, a plan must be devised, which will cause the teaching service to become broader, more substantial, and more self-respecting.

JOHN KENNEDY has been appointed superintendent of public schools in Batavia, New York. We feel certain that the schools of Batavia will enjoy an era of remarkable prosperity under his administration. The board of education on his suggestion have decided to appoint, hereafter, normal school graduates, as teachers in the schools; that is, to appoint professional teachers. Prof. Kennedy is a man of extraordinary ability as an educator, and Batavia has done an excellent thing in selecting him. May we not hope other towns in N. Y. state will select educators, and not politicians, for their superintendents.

THE Essex county normal class, started off at its first meeting this month with about a hundred teachers present; sixty-eight signed the registry list agreeing to become members for eight months. Mr. Davy, of East Orange, outlined the work he proposed to take up in "Principles and Methods in Arithmetic," and had the method of teaching the first primary grade illustrated by Mrs. Baldwin, the teacher of that grade in his school. Miss Hyde, of Albany normal school, took up "Language Work" and showed the necessity of systematic and progressive lessons. Mr. Major, of East Orange, discussed "Pedagogy; its Need, Scope, and Method," in a well written paper, the first of the series; "Painter's History of Education" is the basis. Mr. Jacobs, of Greenwich, Conn., conducted an exercise in "Form Study and Drawing." This aroused immense enthusiasm. He distributed paper and set all to work drawing the outline of a piece of drapery which he hung upon a support. This was to be done rapidly so as to indicate its general shape.

The interest exhibited promises well for the future of the class. The expense is quite small, being 75 cents for each session or \$6.00 for the whole course for each teacher taking one or all of the courses.

THE paper of Supt. Curtis, of New Haven, Connecticut, on the "Practical in Education," read before the State Teachers' Association has many valuable points:

The object of an education is not simply to prepare one to earn a living, to amass a fortune, to secure a lucrative position, or to get office; neither is it to make him into an imaginary highly cultivated being who soars so loftily among the ethereal heights of knowledge that, though not quite in heaven, he is still very far from earth.

We must be able to find a golden mean, somewhere, in which education adapts itself to the desired ends of life, and is yet a perfect development of the human being.

Herbert Spencer says that "education consists in learning how to live—how to live completely. The right ruling of conduct under all circumstances, in what way to treat the body, in what way to treat the mind, in what way to behave as a citizen, in what way to use our faculties to the greatest advantage, in what way to utilize all those sources of improvement, and all those means of enjoyment, which nature supplies."

The man who loves music, and art, and the society of intelligent people is the possessor of a boundless realm, lying adjacent to his common life. If fortune is lost, he is still in the possession of uncounted treasures. His desire for accumulation is held in check and subordinated by nobler aims and aspirations.

You can probably call to mind living examples illustrating this same thought right here among your own citizens, without going as far as the Pacific coast.

These illustrations convince us that the best results of education is the waking up and culture of that portion of the nature, which enables the man or woman to resist this demon of common worldliness and become every day a nobler person, using, and not used by, the absorbing life of the time.

To really render our education rightly practical there is only one way—that is, the improvement of the character, the ability, and the scope of our teachers. When a contract is taken—where, within a given time and with certain material, better work is to be done, the only resource is to improve the quality of the workmen. The crying need is for better teachers all along the line. We need teachers not only better educated, but better endowed; not only with a knowledge of books, but with a knowledge of mankind; teachers of larger mind and of larger character; teachers capable of comprehending the full scope of education; teachers equal to the responsibilities and the emergencies of the grand work of building character for time and for eternity.

The entire idea of the so-called practical education is based primarily upon a false conception of the nature of education. It supposes that education is something that secures for everybody

the largest amount of physical comfort and happiness; while the real object of education is the development of power, not the acquisition of facts.

In the recent meeting of principals of the state normal schools of New York at New Paltz, it was decided that there shall be no lower course than the advanced English for graduation, and that after this term no examination for admission to the schools shall be held later than the second week of each term. Persons wishing to enter later in the term must come prepared with a proper certificate of scholarship. It was also decided that, instead of requiring a second grade commissioner's certificate for entrance, a third grade certificate with a standing of seventy-five per cent. each in arithmetic, grammar, and geography will be accepted. It will thus be seen that a decided advance will be made in the requirements of the schools after those have graduated who have entered upon a two-years' course. It will also be seen that it will be easier to enter these schools than formerly.

#### NEW YORK CITY.

THE art schools in their new quarters in the Metropolitan Museum of Art are attaining a high reputation among the schools of this city and of the country at large. They are under the management of Arthur Lyman Tuckerman, and the staff of instructors includes J. Q. A. Ward, A. Cleveland Coxe, Chas. A. Vanderhoof, P. G. Steipevich of the Royal Academy, Venice, and other distinguished names. Lectures, free to all, are given on Wednesdays. Prof. Tuckerman lecturing on design as applied to artistic industries, and Dr. Walker B. Jones of the Vanderbilt Clinic, New York College of Physicians and Surgeons, on anatomy, using manikin and living models.

Classes are in drawing, object perspective, and from the antique, in drawing and painting from the life and from still life, in architecture, sculpture, and etching, in metal chasing and repoussé work, and in wood-carving.

Classes begin in October and close May 1. The rate for the season's course is \$25 except in the chasing and repoussé work, which is \$7.50 a year.

Rooms are open for work throughout the week except Saturday afternoon, and all the art facilities of the museum are at the disposal of the students.

A PLEASANT feature of Election day in Brooklyn—and an incident which had "no politics in it,"—was the excursion party of fifty teachers and students from the Pratt institute invited by its founder, Mr. Charles Pratt, to spend the day at his beautiful summer home in Glen Cove on the north shore of Long Island. Mr. Pratt himself conducted the party which left Brooklyn at 7 o'clock in the morning; was met at the Glen Cove depot by coaches; and after being driven through the beautiful autumn woods, was ushered into the cheerful presence of crackling grate fires; then helped to an appetizing luncheon prepared and served by pretty waitresses from the normal cooking class of the Pratt institute, and finally taken on a delightful stroll about the grounds and along the seashore. Mr. Pratt's farm is several hundred acres in extent and adjoins Mr. Chas. A. Dana's estate, which also received a visit. The party returned to Brooklyn at 6 o'clock after a day which they will all remember. Several times lately, on Saturdays Mr. Pratt has taken out similar parties of happy fall picnickers to enjoy the glories of the season at Glen Cove. It is a pleasure to chronicle these kind deeds, as doubtless it is for Mr. Pratt to indulge in them.

A REPORT was read at the annual meeting of the medical society of the city of New York, Oct. 27, by Dr. H. D. Chapin, which condemned several of the public schools in this city as overcrowded, badly-lighted, and badly-ventilated. The schools named are Nos. 58, 42, 19, 40, 60, 7, 20. He contrasted the allowance of 70, 80, 90, and 100 cubic feet of air to pupils with the standards of the board of health which are 400 to 600. The report was approved.

#### To Washington To-day, and Fifty Years Ago.

The home comforts and the luxurious surroundings at hand for the traveler to-day make a journey of an hundred miles and more a "mere sojourn." Contrast the older-day senator turning his face from New York toward his desk in the capitol, the reaching of which was to travel, in its original meaning. Now in this day he walks into a handsomely upholstered, artistically decorated, vestibule Pullman train over the Pennsylvania Railroad Company's lines, and during the few hours consumed in carrying him to his destination he enjoys as comfortable a time, if not more so, as if he were in his own home, for the conveniences of drawing library, and smoking rooms are at his disposal. These comforts are not alone for senators, for the fast service between New York and the capital, as presented by these Pennsylvania model train is for all.

Hood's Sarsaparilla is an honest and reliable medicine. y: have never tried it, do so now.

## BOOK DEPARTMENT.

FOLLOWING THE GUIDON. By Elizabeth B. Custer. New York: Harper & Bros. 341 pp. \$1.50.

This is a book of reminiscences of army life on the frontier, and contains descriptions of phases of existence among savage tribes that are fast disappearing before the advance of civilization. The theme is a particularly fascinating one among a large class of readers. The author has the advantage over most writers of Indian life from the fact that she has seen what she describes. She is lively, graphic, humorous, carrying the reader through the scenes in which the brave General Custer and his followers were actors, entering thoroughly into the spirit of the adventures that form the subject of her narrative. At the beginning of the chapters is given the music of the different calls, as the "assembly," the "reveille;" the "general;" the "charge," etc. The words accompanying some of the music is thoroughly characteristic of the soldier, and will be fully appreciated by those who have "followed the guidon." The book tells of the march into the Indian territory, white scouts, battle of Washita, Indian traits, councils and captives, Indian prisoners, pets of the camp, tales of soldiers' devotion and drollery, home of the buffalo, army housekeeping, army promotions, and other things. It will be seen that it takes in the whole round of army life—its tragedy and its comedy, its privations and its opportunities for daring deeds. The volume is handsomely bound in cloth with fine colored pictures of guidons on the front cover, with the title and crossed cartridges in gilt underneath. The illustrations are numerous, the print large and clear, and the book as a whole is fully up to the high standard of the publishers.

TARBELL'S LESSONS IN LANGUAGE. First Book. By Horace S. Tarbell, A. M., superintendent public schools, Providence, R. I. Boston: Ginn & Co. 214 pp. 50 cents.

It is pretty well settled that instruction in composition may be begun with profit in very young classes. Moreover necessity demands that this course shall be pursued, as otherwise the many who leave school before the fifteenth year will never get such instruction. The author has endeavored to meet this want in the preparation of the series of which this little book forms a part. He believes that the pupil on leaving school should be able to write interesting letters to his friends, and conduct his business correspondence in a business-like way; be familiar with the written forms of social intercourse and understand the forms and force of business papers; be able to set forth his business in an advertisement or his "views" in articles for the daily paper; be able to serve acceptably as the secretary of a meeting, and to know how to prepare resolutions, credentials, and reports; and be capable of orderly narration, accurate description, and clear exposition of themes within the range of his knowledge. Those who are acquainted with the attainments of pupils from our schools, know how far most of them fall below this standard. The requisites for writing are material, power over words, knowledge of the technics of written form, and culture. The special purpose of the series is to give the pupils confidence in the second and third of these requisites, while indirectly improving them in thought and culture. Theory and practice are combined, but practice is made paramount. Very simple exercises are given at first, and script is distributed plentifully through the book. There are exercises in pronunciation, dictation, reproduction, on pictures, etc. In fact, the book is full of good, well graded, material, which the skilful teacher will know how to use to advantage.

IN LATINUM. For Academies and High Schools. By J. D. S. Riggs, Ph.D. Chicago: Albert & Scott, 1890. 124 pp. Introduction price, 50 cents.

The reasons for the preparation for this book were, first, because the author believes that the best way to study Latin composition is in connection with the authors read; and, second, because of the fact that the requirements for admission to the majority of our colleges now include the writing of connected sentences from the works read in preparation. The exercises are based on the first four books of Caesar, as they are the ones usually read in academies and preparatory schools. The student has the ordinary rules of syntax impressed on his mind from the examples found in the text, and in this way, it is believed, he will become master of these and also of constructions and idioms. The plan of study here laid down, is an excellent one, and those who follow it will undoubtedly make great progress in Latin composition. It is intended to issue a second part, on the general plan of this work, but based upon some of the orations of Cicero.

HEALTH GUYED. By Frank P. W. Bellew. New York: Frederick A. Stokes Company. 41 pp.

This book is humorous, as the title sufficiently shows. If there is any one on this globe who can read it, or look at the illustrations, and keep a straight face, he must be made of very uncommon clay. The author dedicates the book "to my dear friend, F. B. Norton, M. D., to whose careful attention and kind care I owe all my health, besides a small balance of seven dollars and fifteen cents." In the preface he hopes the book "will be the means of relieving some poor family, even if they can only get five cents for it at a second-hand bookstore." These are samples of the reading matter all through. "Warm clothing" represents a man with his coat on fire; "Well shaken before taken" is a terrier

with a rat; "a perfect chest protector" is a bulldog standing between a burglar and a chest, and "a bad pain" is a broken pane of glass. The author will no doubt benefit the health of his readers if the poet was correct when he called mirth "heart-easing." The volume is gotten up in beautiful style, with smooth, thick paper, covers of a bluish tint, and white back. On the front cover are prescriptions that the young ladies should read. One of these especially will be found very pleasant to take.

EPIOME OF THE WORLD'S HISTORY, ANCIENT, MEDIEVAL, AND MODERN. Part I, Ancient and Medieval. By Edgar Sanderson, M. A. Revised and condensed, with emendations and new matter, by John Hardiman, A. M. Boston: School Supply Co., publishers. 464 pp.

The modern historian has a very different work before him from that of the historian of a century ago. Things that were then considered important are now consigned to secondary place, while other things that were only mentioned incidentally are now deemed of prime importance. Instead of the chronicles of wars and conquests, accounts of the daily life of the people now hold a prominent place. Of course to give the history of ancient and mediaeval times in a single volume requires great condensation. The writer has performed his work throughout in the spirit of the modern historian. The American editor's work has been the lopping off of luxuriance of phrase, to increase the directness, and unimpeded the engrossing flow of the style of the original. Because of the omission of all historical account of Ireland, Scotland, and Wales, from the English edition he has supplied in condensed form, an outline description of early civilization there,—and has given the main historical events, with more minuteness as ages rolled on, through the successive Saxon, Danish, and Norman conquests, thenceforward to the capture of the sovereignty by the Tudors under Henry VII., which is the end of the mediaeval period. Some other minor changes have been made to adapt the work for use in the United States. There are several colored maps of great clearness and beauty, and many illustrations showing objects of architecture and art, besides coins, inscriptions, etc. The headings at the sides of the pages add greatly to the value and attractiveness of the work, which is undoubtedly an important addition to the text-books on history. One of the excellent points of the work is the relief given to great events; the mountain tops of history are recognized. The descriptions of the people—the manners, the customs, and the institutions—will make it a popular book in the home as well as the school.

THE ROBBER COUNT: A STORY OF THE HARTZ MOUNTAINS. By Julius Wolff, translated by W. Henry Wilson and Elizabeth R. Winslow. New York: T. Y. Crowell & Co. \$1.50.

An historical novel true to nature, and accurate as to its dates and general outlines, is a good book to put into pupils' hands. Such is this story by Julius Wolff, which American readers can now enjoy in this excellent translation. It gives a look into the curious life of medieval convent and castle, describing the famous imperial convent of Quedlinburg and the secular life of the great bishops of Halberstadt. The book is full of life and incidents, and will make profitable, as well as pleasing reading for the young.

## BOOKS AND AUTHORS.

Mr. Gladstone is arranging his memoranda, manuscripts, and letters, so that they may be available for the preparation of his biography, which will some day have to be written. It is said there are at least a hundred biographies of Mr. Gladstone in manuscript ready to be published on his death.

Eight thousand dollars have already been subscribed for a memoir of Adam Smith, author of the "Wealth of the Nations," at Kilkenny.

Hjalmar Hjorth Boyesen was forty-two years old September 20. Charles Dudley Warner passed his sixty-first birthday Sep. 13.

A neat, unadorned marble cross has been erected over the grave of Wilkie Collins, in Kensal Green cemetery. On the base appears the words: "Author of the 'Woman in White' and other Works of Fiction." Sydney Smith and Leigh Hunt are buried in the same cemetery.

The Critic has been taking a vote to decide who are the "Twenty 'Immortelles'" among the living female writers of America. Some time ago a vote was taken on the twenty male writers considered of highest rank. The following received the highest number of votes: Harriet Beecher Stowe, Frances Hodgson Burnett, Mary N. Murfree (Charles Egbert Craddock), Julia Ward Howe, Elizabeth Stuart Phelps Ward, Sarah Orne Jewett, Mary Mapes Dodge, Constance Fenimore Woolson, Edith M. Thomas, Margaret Deland, Adeline D. T. Whitney, Celia Thaxter, Ameba E. Barr, Lucy Larcom, Rose Terry Cooke, Mary Abigail Dodge (Gai Hamilton), Harriet Prescott Spofford, Louise Chandler Moulton, Mary E. Wilkins, and Blanche Willis Howard Teufel.

## ANNOUNCEMENTS.

ROBERTS BROTHERS number among the new books for the season of 1890-91 "Our New England," by Hamilton Wright Mabie, an elegantly illustrated volume; illustrated edition of "The Light of Asia," by Sir Edwin Arnold; "Idylls of the Field," by F. A. Knight; "By Leafy Ways," by F. A. Knight; "The Future of Science," by Ernest Renan; "London of To-day," by Charles Eyre Pascoe, and others.

SILVER, BURDETT & CO., Boston, have ready the second edition (revised and improved) of "Our Own Country," book III., of the World and Its People. This book is volume VII. of The Young Folk's Library, a popular series edited by Larkin Dunton, LL.D., head master of Boston normal school.

APPLETONS' list of guide-books includes the "General Guide to the United States and Canada," "Southern and Western States," "California of the South," "Guide to Mexico," "The Florida of To-Day," "Hand-Book of Summer Resorts," "Hand-Book of Winter Resorts," "Dictionary of New York and Vicinity," etc.

ROBERTS BROTHERS' publication "One Summer's Lessons in Practical Perspective," by Christine Chaplin Brush, inculcates the principles of this branch of art in the form of a delightful story, suitable for children.

THE NEW ENGLAND PUBLISHING CO.'s list of Teachers' Help manuals includes "Practical Grammar," "Manual of Correspondence," "Mechanics' Arithmetic," "Easy Problems for Young Thinkers," "One Hundred Lessons in Composition," and others.

G. P. PUTNAM'S SONS' announcements include "Pilgrims in Palestine," by Thos. Hodgkin; "The Vikings of Western Christendom," by Charles F. Keary; "Cabin and Plantation Songs," as sung by the Hampton students, arranged by Thomas P. Fenner and Frederic G. Rathbun.

D. LOTHROP CO. have issued "A Real Robinson Crusoe," the story of a Pacific island castaway.

HOUGHTON, MIFFLIN & CO. have just published another volume of their modern classic series entitled "Thackeray's Lighter Hours," containing "Dr. Birch and his young Friends," selections from the "Book of Snobs" and the "Roundabout Papers," and the "Curate's Walk."

ALBERT & SCOTT, of Chicago, will shortly issue a volume consisting of the three great essays on "Friendship" by Cicero, Bacon, and Emerson.

FUNK & WAGNALLS send specimen pages of the new dictionary of the English language, to be published soon, containing a description, from the pen of Prof. March, of "The Scientific Alphabet," which is employed in this work. It is hoped to get the people accustomed to some of the changes necessary to secure the desired reforms in the spelling of English words. The German double hyphen is introduced between the members of compound words to avoid the confusion that arises at the ends of lines by the use of the single hyphen to mark both divisions of syllables and of compound words.

D. C. HEATH & CO. have added three new "Old South" leaflets to the general series, all of them devoted to Indian subjects. They have also in preparation the authorized translation of Compte's "Psychologie Appliquée à l'Education," in two volumes, and of his "Cours de Morale Théorétique et Pratique."

JOHN B. ALDEN's "Four Little Bridges," written by Mrs. Albert H. Harrison, is a pleasing story of the young members of the Bridge family.

A. S. BARNES & CO.'s "Stem Dictionary of the English Language," by John Kennedy, is a volume intended for use in elementary schools.

## MAGAZINES.

The November Magazine of Art has a handsome frontispiece, a photograph of "The Shipwrecked Sailors," from the original of the famous Dutch painter, Joseph Israels. It is accompanied by a biography of Israels, by David Coal Thompson. The editor contributes a paper entitled "Should there be a British Artists' Room at the National Portrait Gallery?" Another article of great interest is on "Degas: the Painter of Modern Life," by George Moore.

The recent death of Canon Liddon will furnish the theme of many an article. Canon Scott Holland opens the Contemporary Review for October, with a brief but sympathetic notice of the life and work of his friend. Sir Morell Mackenzie writes at some length on "The Use and Abuse of Hospitals," and makes many suggestions that are of value. Sir Dr. William Wright takes up the "Forward Movement in China."

The problems of Great Britain, based on Sir Charles Dilke's famous work forms the opening paper in the Westminster Review for October. Jeannie Lockett makes a valuable contribution to the divorce question in an article on "Clerical Opposition to Divorce in Australia." T. W. Holliston tells the story of the "Irish Parliament and its Struggle for Reform in 1782-1783." Alice Bodington writes on "The Importance of Race and its Bearing on the Negro Question."

The November Atlantic opens with a new serial, by Frank R. Stockton, entitled "The House of Martha." Edith M. Thomas contributes a charming description of the sea in its various moods. W. B. McCracken traces "The Legend of William Tell," and Frank Gaylord Clark has an instructive article on "Robert Morris." "The Fourth Canto of the Inferno," by John Jay Chapman, and the "Relief of Suitors in Federal Courts," by Walter B. Hill furnish the more solid reading of the number. Dr. Holmes closes his "Over the Teacups" series, and Kate Mason Rowland contributes an historical paper.

The Ladies' Home Journal for November contains plenty of interesting articles among which are "Liberties of Our Daughters," "How to Train the Voice," "Can Women keep a Secret?" and Dr. Talmage on "Thanksgiving." The departments are as good as ever, and will surely please the magazine's large circle of readers.

The Business Woman's Journal for October contains portraits and sketches of Mrs. Ella Dietz Clymer, who is famed for her efforts to elevate the stage and of Laura Holloway Langford, who is widely known in journalism. A fine full-page photo-engraving is entitled "An Interruption." A special correspondent describes "Oberammergau." The "Educational Department" contains many interesting subjects, including an article headed, "Should Married Women Teach?" In the "Stenographers' and Typewriters" department is a sketch of Nettie L. White, stenographer of the U. S. pension bureau. Mary A. Livermore contributes an article on "Co-operative Housekeeping" that will interest many who are considering the servant question and others.

Harper's Magazine has secured two interesting features for 1891. They are some original drawings by Thackeray, while his daughter, Mrs. Ritchie, will contribute to the magazine, with matter of her own, some letters from Charles Dickens to Wilkie Collins, covering many years, and which Mr. Laurence Hutton will edit. Stories by Kipling have been secured by the Atlantic, besides letters by Charles and Mary Lamb.

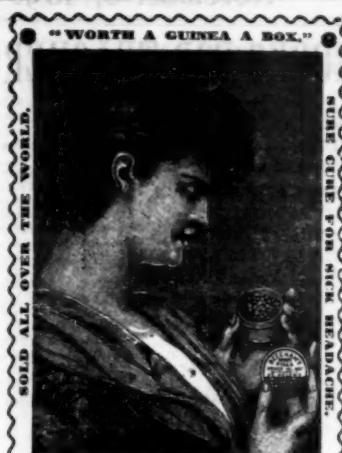
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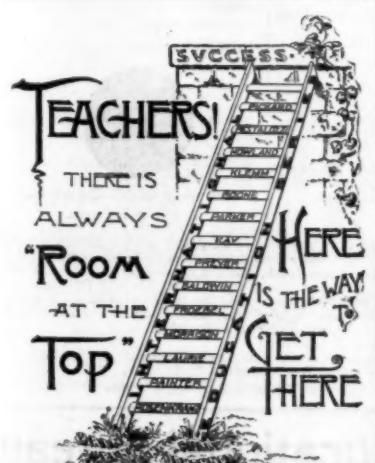
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